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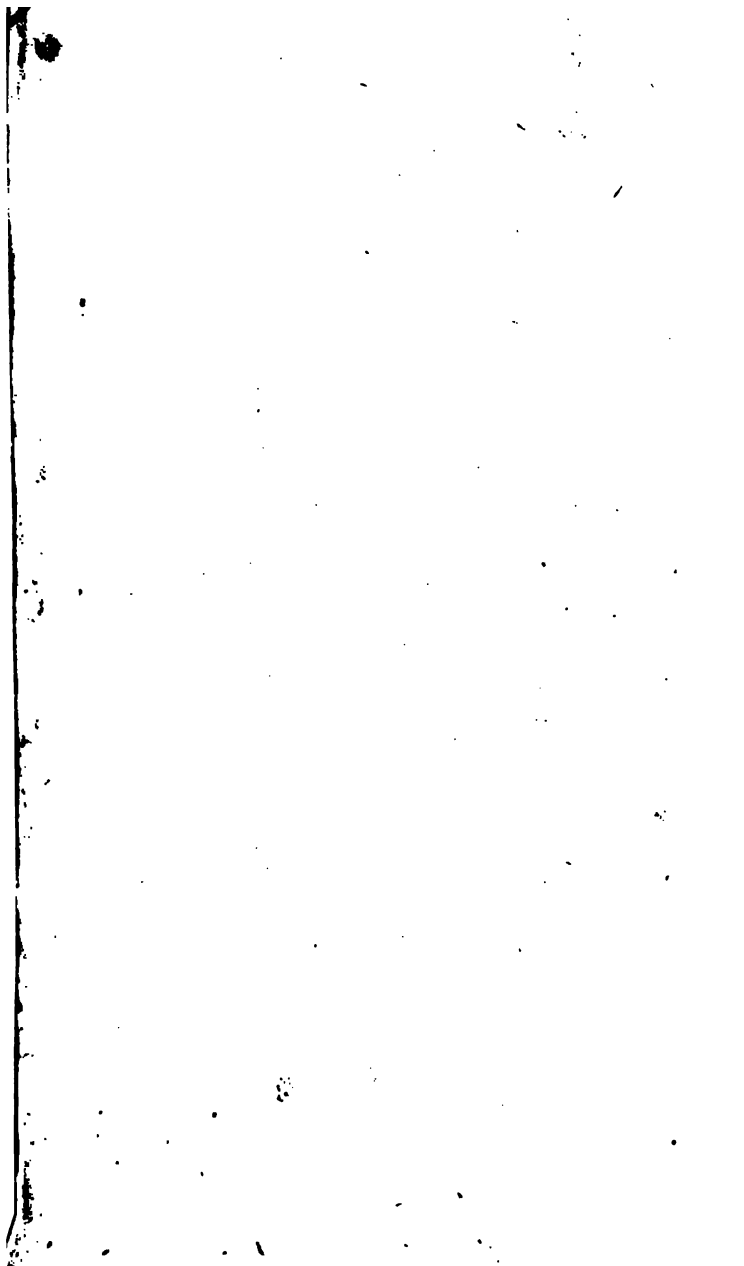
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THE
PHONOGRAPHIC WORD-BOOK
NUMBER ONE.

CONTAINING ALL THE MONOSYLLABLES OF THE ENGLISH LANGUAGE, INDUCTIVELY ARRANGED AND CLASSIFIED, ACCORDING TO THE MODES IN WHICH THEY SHOULD BE WRITTEN IN PHONOGRAPHY, TOGETHER WITH RULES AND EXPLANATIONS.

INTENDED IMMEDIATELY TO SUCCEED

THE COMPLETE PHONOGRAPHIC CLASS-BOOK,
AND
THE PHONOGRAPHIC READER.

BY
S. P. ANDREWS
AND
AUGUSTUS F. BOYLE.

NEW YORK:
PUBLISHED AND FOR SALE BY ANDREWS & BOYLE,
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201 William st. corner Frankfort, N. Y.

P R E F A C E.

THE stand which Phonography has now taken among the valuable arts, and which it is gradually assuming as a branch of common school instruction, are sources of much mutual congratulation among those who appreciate its intrinsic value and necessary tendencies. It requires still, however, the unremitting exertions of its friends in all the several departments in which they can labor for its advancement. It is now near five years since we first introduced the great invention of Mr. Pitman to the American public; and the acceptance and estimation it has met with here cannot but be a source of gratification to him, as it is to us and to all the friends of progress who are informed on the subject.

It is already permanently fixed in the high schools of the principal cities of the Union. These schools hold such a relation to the public schools, that whatever studies they require as pre-requisites to admission, must be introduced into the public schools. We know it to be the intention of the directors of education to constitute Phonography a pre-requisite to that effect at an early day. This step will carry it regularly and permanently into the public schools of the great cities; from which it will be easy greatly to aid its propagation, contemporaneously carried on, and its speedy introduction into all the schools of the land.

At this stage of progress in the reform, it has seemed to us that no other contribution we could make to the cause would

be of so much value as the preparation of a thorough and well-devised plan of practical instruction in the art. Our views of the general nature of the want to be supplied, will be given in the Introductions to this and the several other works which are forthcoming. The justness of those views must be judged of, however, after the actual use of the works in classes, through a succession of months, by judicious and professional teachers. We court the most thorough and searching criticism, to which we look as a means of correcting errors, and improving whatever may remain to be improved. But our critics must not be mere theorists. Let them make themselves first practically competent to judge, as teachers, not of twelve-lesson classes, but in situations where they are required to conduct a pupil quite through, from the elements of Phonography up to the ability to report a rapid speaker, and then their criticisms will be well informed and worthy of the utmost consideration.

NEW YORK, June, 1849.

INTRODUCTION.

IN bringing out the first of an entirely new series of Phonographic Instruction-Books, chiefly intended for schools, but adapted, at the same time, to popular instruction and private study, there will be a just expectation, on the part of the public, that we should give some preliminary account of the objects we have had in view, and of the means by which we have sought to attain them.

The invention of Phonography (or, more properly, of Stenophonography) is due to the genius of Isaac Pitman, of Bath, England, whose name it will inevitably place among the most eminent of those whom posterity will honor as the benefactors of mankind. Hardly more merit is to be attributed to him for the brilliant conception of the plan, than for the skill and unwearying patience with which he has labored so successfully during more than ten years to perfect its details. It was unavoidable, however, that the art should labor during a while under the disadvantages of youth. There must be a period during which it had as yet discovered neither the full extent of its own powers, nor their just limitations, and during which it was therefore liable to the two opposite dangers of a partial and stinted development on the one hand, and of exaggerated and unwarrantable pretensions on the other.

The subject-matter to which the art of Phonography is to be applied, is the whole body of the English language, which cannot be reckoned to extend, including proper names of fre-

quent occurrence, to less than one hundred and twenty thousand words.

When it is stated, therefore, that heretofore no work has been published containing more than from five to eight thousand words, and these not classified with reference to the principles involved in writing them, it will be sufficiently obvious that the work of fairly installing Phonography among the settled and perfected branches of study, has not, up to the present time, been completed. The labor of placing it upon that footing has necessarily a two-fold character—a subjective and an objective aspect. *Phonography* had first to be invented, and, so far as practicable, while the other half of the labor remained unperformed, to be finished up in its details, *as an instrument of representation*. *The English Language* has now to be exhaustively explored, classified, and arranged, *as the object to be represented*, and the two adjusted to each other. It is this last or objective portion of the work which we have undertaken to perform, and this book is the first of a series in which we shall exhibit the results of the undertaking.

The want of such a supplement to the labors of Mr. Pitman has powerfully contributed to retard the triumph of Phonography. It is a want which has been extensively and painfully felt, without being very clearly expressed, or perhaps at all distinctly conceived, in its precise nature or extent. Phonographers have vaguely longed for something more of certainty in the *application* of the principles of their art, with which they were familiar as principles, and the beauty of which they perceived and appreciated. The primary works of Mr. Pitman, and “The Complete Phonographic Class-Book,” and “The Phonographic Reader,” by ourselves, when used alone, have enabled the pupil to read Phonography, and have conducted him to a knowledge of various methods in which he *might* write almost any word in the language, but have left to his uninformed judgment the choice of the particular form he *should*

use, or compelled him to resort to a tedious course of phonographic reading for precedents and authority. Reading matter has at the same time been but scantily supplied. The methods of printing it are expensive and unsatisfactory, and such as have existed, have been necessarily contradictory in relation to forms, and have but poorly supplied the office of a guide. Hence, no two phonographers write alike, and none write with facility and rapidity until after a vast amount of devious and fluctuating practice, in the mazes of which all but the most persevering yield to discouragement.

The pupil who has actually mastered Phonography, under these circumstances, to the point of being able to report easily and well, has in fact done for *himself*, irregularly and at random, and painfully in detail, what we have attempted to do for *all*, in a systematic and orderly way. At the same time he was unable to communicate to another the knowledge he had thus acquired; and *teaching* Phonography as a practical art, that is, beyond the mere elements and general principles of it, in any manner worthy the name of instruction, has therefore remained an *impossibility*. The learner was forced to make his own system, as he progressed, in the same manner as in learning Stenography. The intrinsic superiority of Phonography to all the old systems of Stenography, can by no means be denied; and yet we have little doubt that there were among those systems some, which, subjectively considered, were sufficiently perfect to have secured for them a popular footing, along with other general branches of study, except for the existence of the same obstacle which has hitherto hindered the progress of Phonography, namely, the want of an objective arrangement of the language, adapting it to the requirements of the art as a thing to be taught; and we may add, that if this obstacle were not to be removed, we should even now despair of any general prevalence of Phonography, notwithstanding its superior value and claims. The experience of more than ten years in Eng-

land, and of nearly half that period in this country, during which a devotion and energy have been exhibited in behalf of this art, on the part of its friends, which have rarely, if ever, been bestowed upon any other science or art, sustain this opinion; for while many thousands of persons read and admire Phonography, the number of rapid and accomplished writers of it may still be reckoned by dozens.

We hope, therefore, we shall not be misunderstood as speaking in any spirit of boastfulness, but simply as expressing the strength of our conviction in the result, when we say, that we would willingly risk whatever reputation we may have acquired as practical teachers, upon the statement, that more accomplished and rapid writers of Phonography will be turned out of the school-room after three months' drill upon the series of books of which this is the first, than have been made heretofore by two or three years of desultory practice, such as alone could be obtained by the previous helps. Indeed, a conviction less powerful than this could hardly have induced us to undergo a labor which may be truly characterized as enormous, and of which the phonographic public will be better enabled to judge, when the whole series of works is complete. It is to the professional teachers of America especially, who are rapidly awakening to an appreciation of the importance of Phonography, that we submit this contribution to the art of instruction in it; and shall await with confidence their verdict.

In relation to the different proficiency which has heretofore been made in reading and writing Phonography, and which has been noticed above, it is worthy of remark, in the first place, that amidst all the fluctuating methods of writing it, there have been none which were illegible. There are two different modes in which knowledge of an art may be possessed—the critical and the practical. The former gives the ability to understand and appreciate what has been executed by another; the latter the ability to execute for one's self. The art of reading Pho-

nography is of the former, and that of writing it of the latter species of knowledge, and the books heretofore in use have given much more of the one than of the other. Phonography is not the only branch of study which has suffered, and is suffering, from this defective method of instruction. The young phonographer who finds himself able not only to read Phonography with facility, but even to criticise with accuracy the forms employed by the writer, but still quite unable to write with ease and rapidity, is in the precise condition of many a student of a foreign language, who can translate from it freely into his native tongue, and can perceive and admire the beauties of its various authors and styles, and even correct their errors, but who cannot command the words to utter or construct the *simplest* grammatical sentence in it. It is merely knowledge of this critical kind, also, which is communicated in such abundance to the pupils in our school-rooms, by the study of grammar as it is generally conducted. They are taught *to parse*, which is, in other terms, *to review* and *judge* of the performances of others in composition, while they are left without any practical knowledge or habit of rightly expressing their own thoughts. Much is in the way of being done at the present day to reform the method of teaching the modern languages in this very particular; and something is beginning to be thought of a similar reform in the department of English grammar. The desideratum in Phonography to effect this species of reform so much needed in it, has been the existence of a positive guide to the best method of writing every word, which should at the same time be so arranged as to offer a body of practice adequate to producing complete familiarity with every branch of the subject.

But such a guide, however exact, would be of little practical use, if each word were regarded with reference to itself alone, and not as a member of a class including all the other words to which the same principles of writing apply. Arbitrary di-

rections for the writing of single words are alike embarrassing to the learner, and opposed to the pretensions of Phonography as an art dependent upon scientific principles.

Finally, it was necessary that these classes of words should be so inductively and consecutively arranged, classified, and contrasted, as to familiarize the learner with them in the most attractive and expeditious manner. We have proposed to ourselves, therefore, mainly the attainment of the three following ends :

I. The furnishing of a complete guide to the best mode of writing every word in the English language phonographically.

II. The collection and arrangement of all the words of the language in classes, according to the principles of Phonography involved in writing them ; with rigid reference to the most economical and effective use of all the materials which Phonography places at our disposal.

III. The arrangement of the classes of words themselves in an inductive and consequential order, so as to form of the whole a complete series of lessons for instruction and practice, with especial reference to their adaptation to the wants of the school-room.

In attaining these ends, we have kept it constantly in view to make the least possible change in whatever has become even partially established among phonographers, and have wished especially to treat with great deference whatever has emanated directly from the hand of Mr. Pitman. Objects so important could not, however, be attained without occasional modifications, not so much of the principles of Phonography, as of the mode of their application.

Heretofore no comprehensive and exhaustive analysis of the entire language has ever been made for any purpose. Rules for writing Phonography were therefore established having reference only to such portions of the field as had chanced to be explored. It will undoubtedly be found that some trifling ar-

rangements of that sort, arbitrarily fixed upon, but which contributed to the actual convenience of the writer, while dealing with the art in that fragmentary way, have been sacrificed to the unity and regularity of a more enlarged plan. When, with the advance of civilization broad highways are opened up from city to city, for the convenience of a whole nation, it cannot but happen that sometimes a retired pathway of local importance will be obliterated. The instances of loss of the kind here adverted to, are however rare, and are more than compensated by corresponding gain in similar points of detail, apart from the higher advantages of order and system.

We have throughout dealt with Phonography as an art for general and popular use—not as a mere system of reporting. We have wished to render the habit of teaching it in schools universal, successful, and uniform. It is a misfortune that its most important results cannot be realized, and are apt not to be appreciated, at first. Even its friends and admirers are liable to have their attention diverted to its incidental but more obvious advantages. To exhibit its highest capacities it must become completely generalized, and those who rightly appreciate it will labor to that end.

The superiority of Phonography as a method of reporting speeches is now universally conceded, yet this fact attracts to it only that small number who would otherwise be engaged in studying some other system of short-hand, as an art proper to a single and not a numerous profession.

That it is superior to all other systems for reporting purposes, is, therefore, simply true, and we do not wish to depreciate its value in that respect; but we consider its adaptation to that use as a mere tenth-rate consideration, in *comparison* with its prospective importance as a medium for the intercommunication of thought. That it should be made to touch the extremest possible point of brevity, is, therefore, no adequate compensation, in our view, for any serious abandonment of the

simplicity and scientific beauty of the principles with which it sets out. Suppose, for example, that a possible loss of two per cent. in the ultimate speed of writing, which is more than need be apprehended from discarding all particular rules applicable to single words, (with the exception of imperfect skeletons,) were to be offsetted against a gain of one hundred per cent. in the facility of communicating the art, who that duly appreciates its value for the public at large, would not prefer the latter? And who does not know that a few hundred words subject to exceptional or particular rules throw doubt and uncertainty over every word in the language? Would not the kind of cultivation which Phonography has received since its principles became tolerably well settled, tend, if carried out, to degrade it quite to the rank of Stenography, or Heterotypy, for the intricacy of its details, and the barriers thrown in the way of its acquisition?

Imperfect skeletons create no confusion, inasmuch as if the contraction happens to be unknown to the writer, he merely writes the word in full, and no breach of any rule is committed; while, when known, they contribute to brevity, and seldom, in any case, cause any difficulty in reading. They ought, therefore, to be provided for, and are not to be considered as falling under the condemnation of exceptional and particular rules.

It is unnecessary to enter into any details with respect to the particular forms which have been assigned to those words contained in this work, in respect to which doubt and a varying usage have heretofore prevailed. Indeed, many things have been settled upon reasons which can only be judged of by comparing the monosyllabic book with those which follow in the series. It is sufficient to say, that the means of comparison are now much more extensively before us than they have ever been before any one else, and that time and experience alone will determine whether we have used them judiciously.

All has been done which the nature of Phonography has

seemed to authorize, to enable the reader to divine the proper position of the vowel-sign, and hence the actual reading of an unvocalized skeleton word, by the form of the outline itself. As an instance of this, we have established it as a principle, that the *l* and *r-hook-signs* shall only be used (in monosyllables) when no vowel-sound intervenes between the two consonant-sounds which they represent. Hence *burn*, *barn*, etc., have two full-length consonant-signs, while *brain*, *bran*, etc., have only one; thus preventing the possibility of confounding these two classes of words when not vocalized. An additional movement of the hand is thus required in a few words, but it is found by experience that the loss thus suffered is far more than compensated by the value of a general rule as a guide in writing, and by the great increase of legibility resulting from it. An exception to this rule is admitted when there is no longer any occasion for observing it, as pointed out in the Note on page 47.

We have not thought it advisable to insert in this work the several heterotypic forms of words spelled differently, but pronounced alike, as *write*, *rite*, *right*, *wright*, etc., inasmuch as they are useless for the purposes of Phonography—all being written in the same manner in it. At all events, the pupil should not be embarrassed by them in the beginning of his practice. A list of all such cases will be given elsewhere. We have nevertheless inserted these different spellings in Exercise XCIX., from the desire to furnish a complete list of examples of the class of words therein contained.

On the other hand, the pupil will discover in the Exercises many instances of words spelled precisely alike, but pronounced differently; or otherwise stated, he will find distinct and different words, and which are therefore to be written differently in Phonography, so disguised by the old spelling as to seem to be the same word; thus, *lead* (the verb, to lead) and *lead*, a metal; *read*, the present tense, pronounced *reed*, and *read*, the

past tense, pronounced *red* ; *Soph*, (long o,) a contraction of *Sophia*, and *soph*, (short o,) a contraction of *sophister*, or *sophomen*; *mouth*, the substantive, with the whispered sound of *th*, and *mouth*, (the verb, to mouth,) with the spoken sound of *th*, &c. The pronunciation in such cases will be ascertained by attending to the order of the classification of the words by their consonant and vowel elements.

We come in the next place to some necessary remarks upon the capacities of Phonography, considered in reference to its phonetic aspect, and to the limitations of those capacities resulting from what may be called its geometrical condition. The purist in English pronunciation, as well as those who are interested in the critical study of foreign languages, must moderate his expectations of finding in Phonography a perfect instrument for representing all the minute distinctions which he may wish to mark. The sphere in which Mr. Pitman's admirable invention works well, is confined almost entirely to the English language, and to the performance of those general uses in which the daily wants of the community will be so greatly subserved. As a system it possesses more than all the advantages of our present method of writing, coupled with more than all the advantages of the previous systems of shorthand ; and as such, its value can hardly be over-estimated, while at the same time its friends may safely admit its deficiencies as an aid to the more exact investigations in the departments of English Orthoepy and General Philology. The grand purpose of Phonography, that which it triumphantly attains, and which renders it truly one of the noblest inventions of this age, so fruitful in noble inventions, is the rapid symbolization of thought, in such a manner as to be perfectly intelligible, both to the writer himself and to others. For this purpose a minute attention to the shades of pronunciation is not necessary, and the nature of Phonography renders it either extremely difficult or impossible to distinguish them in writing.

For example, the vowel-sounds are represented by dots and dashes, light and heavy, placed at three different positions relatively to the consonant-signs. It is difficult to recognize more than three positions, and hence to represent more than twelve vowel-sounds. This number, while it is quite sufficient for the purposes of intelligibility in writing English, is not sufficient to give a critical representation of English pronunciation, besides leaving unprovided for numerous vowel-sounds heard in other languages.

It follows, therefore, that in some instances several vowel-sounds which are quite distinct in themselves, and which are recognized as such by all accurate orthoepists, are confounded with each other, and represented by a single sign in Phonography. The critical student should be advised of this, or he may at times feel some embarrassment in relation to the classification of words in the following pages.

The arrangement of long and short vowels in the couples represented respectively by heavy and light dots and dashes, is also unsatisfactory in a scientific point of view. It must rest likewise upon the same ground of necessity already adverted to, as to the most economical use of the geometrical elements out of which the system of writing had to be constructed. The vowels thus coupled are not in any sense exact pairs but the long and short vowel-sounds thus brought into relation with each other, always have that kind and degree of approximation that prevents any serious practical disadvantages arising, so far as the main purpose of Phonography is concerned, from their being paired, while a great gain results in the capacity of the system by doing so.

Of the instances which occur among monosyllables of inexact phonetic representation, the following should be pointed out here.

I. *The second long vowel-sign of the first group, representing primarily the sound of a in fate, mate, is also used to represent*

the vowel-sound heard in *there, mare, pair*, etc. The pupil will guard himself therefore against using, for this latter sound, *the third short vowel-sign of the first group*.

II. *The third long vowel-sign of the first group*, representing primarily the sound of *a* in *arm, harm*, is also used to represent the sound of *a* in *pass, fast, path*, etc., which is a less open sound approximating more toward the sound heard in *mare, pare*, etc., and as such, distinguished by all accurate orthoepists.

III. *The first long vowel-sign of the second group*, representing primarily the sound of *au* in *autumn, aw* in *awful*, etc., is also used to represent the sound of *o* in *moth, troff, cloth*, etc., a sound which is much less broad or open-mouthed in the utterance.

As there are numerous words in which this last sound is heard, in some of which the full vowel-sign has heretofore been used, and in others the stopped vowel-sign, (for *o* in *not*,) without any sufficient reason to guide the choice, we have thought it best to classify them all, so as to direct the use of the full vowel-sign. It must be borne in mind that *we* do not claim for Phonography the power of giving an exact picture of pronunciation, whatever claims may have been set up for it by indiscreet friends; and when, therefore, the words *for, moth, doff, dong, Thor, nor*, etc., in Exercise XIII., upon page eight, and similar words in subsequent Exercises, are ranged along with *pawed, bawel, maul*, etc., we must not be understood as authorizing a similar pronunciation in the two classes of words. They are classed together for the same reason that *fate* and *fair, mate* and *mare*, are so.

IV. *The second long vowel-sign of the second group*, which primarily represents the sound of *o* in *post, most*, is also used to represent the shorter sound frequently heard in *whole, wholly, coat*. This short sound of *o* is more frequent in America than in England, and has not been extensively recognized by

Orthoepists as an actual element of the language. It can by no means, however, be pronounced a vulgarian, since it is heard in some words, from the lips of the most accomplished orators and scholars. Any scheme of the vowel-sounds of our modern Anglo-Saxon tongue, professedly analytical, must seem incomplete to us, unless a place were given to this sound. We speak now with reference merely to sounds actually heard in the monosyllabic root-words of the language. Of the existence and regular use of a short *o*, of the same quality as the long *e*, in polysyllables, there is no doubt.

V. *The second short vowel-sound of the second group*, which represents primarily the short sound of *u* in *tub*, *cut*, etc., represents also the long vowel-sound, of a somewhat different quality, heard in *curb*, *curd*, etc. This latter sound we have heretofore represented by the second long vowel sign of the second group—the *long o-sound* (*o* in *go*) having been distinguished by placing the same sign *parallel* to the consonant-sign, as explained in the “Complete Phonographic Class-Book,” page 85, No. 88. The vowel-sounds heard in *cut* and *curb* will now be written by one sign—the second *short vowel-sign* of the second group, as above stated—and there will therefore be no longer any necessity for making the sign for *o* in *go* parallel to the consonant-sign. It will now be written in the same manner as the sign for *u* in *curb* has heretofore been. In this and all other cases in which there is any discrepancy between the Class-Book and Reader and the Phonographic Word-Book No. One, and those which follow of this series, these last are to be regarded as the correct authority, and so followed by the student, until such alterations can be made in the Class-Book and Reader as will bring all our phonographic publications into harmony with each other.

We have all along intended to make this change so soon as our new works should be ready for publication. The exceptional mode of writing the *long o*, when seven long vowels are rep-

resented, breaks up the apparent regularity of the representation, and all the purposes of legibility are equalized by the six vowel scheme. We have adhered to the seven vowel scheme, not by any means from the supposition that the greater or less degree of phoneticism involved is of any importance to Phonography, of which, as previously stated, it is not the province, in the development which has been given it by Mr. Pitman, to exhibit the delicacies of pronunciation. For the reason solely, that our previous works were executed expensively from wood-cuts, and because we were unwilling when the entire language should be explored, to give rise to a necessity for other changes, which it would be uneconomical and satisfactory to make at the same time, we shall not therefore make any alteration in the *Classical Reader* before all the new works are through the press. The discrepancies will in the mean time cause but a temporary inconvenience to the learner.

VI. *The third long vowel-sign of the second group* represents primarily the vowel-sound in *tomb, doom, etc.*, but the *improper diphthong-sign of the second group of the 3rd group* theoretically represents this same vowel-sound pronounced as a *y*-sound, is used likewise to represent another vowel-sound, and other combinations which will be noticed in the following observations.

OBSERVATIONS ON THE VOWEL-SOUND HEARD IN *lute, etc.*

The subject of the representation in Phonography of the vowel-sound heard in the words *use, sue, tube, lute, lowd, etc.*, seems to require some special remarks. The vowel-sound represented by the single letter *u* in the beginning of *unite*, is to all persons who analyze at all, sonant, and different from that of *oo* in *ooze*, or in other words, the third-place long vowel-sound of the second group. The observation which occurs upon a slight examination

fact is, that this utterance, thus represented by one letter, is in fact two sounds, the first of which is the weak consonant-sound usually represented by *y*. Thus the *single* letter *u* stands for just as much in the word *use*, as the two letters *yu* do in the word *yule*. So much is clear.

In the next place, if we deprive this combination of sounds of the *y-sound*, which is its first element, what is the vowel element which remains? Is it identical with the sound of *oo* in *voze*? Clearly not. It is a slenderer sound, approaching much more nearly to the *French u*. The lips are not protruded so far, nor are they so much rounded in forming it, as in saying *voze*, *tomb*, *doom*, etc. This sound is a pure and simple vowel element, which can be given distinctly by any one who has properly appreciated it, and with a difference as broadly distinguishing it from the sound of *oo* as that which distinguishes any other two contiguous vowel-sounds. From the fact, apparently, that it is somewhat slenderer, and approximates therefore more nearly to the sound of *ee* in *feet* than the broader sound of *oo* does, there is a tendency, unless it has been removed by practice, to prefix it, when an attempt is made to utter it as an element, by the sound of *ee*. This same tendency is carried by Americans and Englishmen into their pronunciation of the *French u*, and is the chief cause of the impurity with which they are apt to pronounce that sound in speaking French. Practice, rightly directed, will in either case entirely remove that tendency, and will produce the pure vowel-sound intended.

That the sound in question is something different from that of *oo*, is a fact which has been recognized by nearly all orthoepists and elocutionists. Most, however, have regarded it as a diphthong composed of the sounds of *ee* in *feet*, and *oo* in *tomb*, or of the first long vowel of the first group and the last of the second, as the vowels are arranged in Phonography. According to this view, the letter *u* in the word *use* is the real representative of three sounds; thus, *y-ee-oo*.

It is true that there is, as stated above, a tendency to pass the sound of *ee* to the final sound in this combination. It is true, however, that the final sound may be, and is in some words pronounced as a pure simple vowel, without the intervention of the *ee-sound*; and it is also true that the final sound, whether the combination consists of two or three sounds, is still not that of *oo*, but the slenderer sound already described—that of *ee* *vue*.

As the existence of this sound as a distinct element in English seems to have been first observed in this country, it has been sometimes spoken of by the English phonographers as *American sound*. This implies, however, a misapprehension. The sound is used equally by the people, educated and uneducated, of England and America. The difference lies in a greater or less precision of analysis, and not in the pronunciation, so far as the existence and actual use of the sound is concerned. It respects the particular words in which it is heard, and also, in reference to its being prefixed in different circumstances by *y*, or the *ee*, or the *y-ee* sounds, there are various local differences and peculiarities, the principle of which will be found explained at in what follows.

It has been shown that this sound, when so situated that another consonant-sound precedes it, is actually prefixed by *y-sound*, whether that sound is expressed in the orthography or omitted, as in the two words *yule* and *use*. When, on the other hand, this vowel follows some other consonant-sound, or *y*, in the same syllable, there are two different pronunciations (omitting altogether for the present the question of the intervention of the *ee-sound*,) that is to say, the pure and simple vowel above described may be made to follow immediately after another consonant-sound, stripped as completely as the *French* is, of all tendency to the preceding utterance of a *y*, or it may be prefixed by the *y-sound*, just as it is at the beginning of words, which *y-sound* in that event intervenes between it

preceding consonant-sound. Both of these pronunciations are actually heard in different locations and by different speakers. Thus, for example, the letter *u* in the word *four* must be used in order to represent the pronunciation of some persons standing for the same two elements which the same letter represents in the pronunciation universally given to *us*, while, in presenting the pronunciation of other persons, the *u* in *four* would be only equivalent to the last of the two elements represented by *u* in *us*, the *y*-element being completely rejected. The first of these two pronunciations is that which is primarily regarded as the more refined, as it is certainly the most prevalent among educated persons—at least when the preceding consonant-sound is one of the lip-sounds *p*, *b*, *f*, *v*, *m*, or the *t*-sounds *k* or *g*. Thousands of good speakers who actually pronounce a *y*-element in this situation are themselves entirely unaware of it, until their attention is forcibly called to it. The *ee*-sound does also glide in, as above described, in the pronunciation of many persons, either preceded by or without the *ud*. This utterance, when exaggerated, constitutes a disagreeable New England provincialism, which is caricatured on stage; but when slightly and delicately given, it can hardly be nominated a vulgarity, as it is heard from the mouths of some of the best speakers.

After the middle-mouthed consonant-sounds *t*, *d*, *th*, *s*, *l*, *r*, *j*, and *sh*, the insertion of the *y*-sound before this vowel is difficult, owing to the fact that the *y* is itself a middle-mouthed sound, and the succession of two sounds made at the same locality requires more expertness in the use of the organs. The question of its insertion or omission is therefore in this case more complicated, and the usage more fluctuating. After *t* and *d* in *tune*, *duke*, the *y*-sound is seldom heard in America, but the pure vowel instead. The pronunciation *toon*, *dook*, on the other hand, though sometimes heard, offends the ear. In England the insertion of the *y*-sound in this situation is general.

After *th*, *l*, and *n*, as in *throw*, *lute*, *now*, the usage is *sting*. After the hissing sounds *s*, *sh*, *ch*, *j*, as in *sue*, *chew*, *Jew*, the *y-sound* is, we think, never heard before final vowel, though the *ee-sound* sometimes is. After *fruit*, *threw*, the insertion of the *y-sound* is nearly im-

This is not the appropriate place to discuss nice pronunciation. We shall have occasion to remark on questions more at large in another work; they are, on here for the purpose of accounting satisfactorily for the position we have made of this class of sounds in phonographic writing, in which attention is paid only to the general of the vowel-sounds, and not to their minute shades of difference.

In the first place, then, the pure vowel above designated is assumed for phonographic purposes to be the same as *o* in *tomb*. In the second place, it is assumed to be prefixed by the *y-sound*. Hence, in writing the whole words in which this sound of *u* occurs, we make use of the Third Improper Diphthong Sign of the Group of the *y-series*.

All the monosyllables of this class have been brought together in this work and exhibited at one view. (See

Some description may be anticipated here of the respective objects of the several works which will constitute this series when completed.

"THE PHONOGRAPHIC WORD-BOOK NUMBER ONE," which can be perceived, employs the primary words of the language for the purpose of illustrating the principles of Phonography inductively presented. It is not a book of reference, but a book of exercises, for the purpose of rendering the pupil familiar, practically, with principles of which he has theoretical and general knowledge from "The Class-Book Reader." It is not, however, sufficiently extensive

familiarity with the great body of the words of the language, and hence the necessity of

"THE PHONOGRAPHIC WORD-BOOK NUMBER TWO;" which will contain all the effective words of the language, by which meant all the words which are likely to occur in an extensive course of general writing or reporting, omitting only such as are obsolete, or for other reasons of very rare occurrence.

In this work all the words of the language are arranged in classes according to the consonant elements contained in them, and the precise manner of representing those elements in each word; and within each class, according to the order of the vowel elements contained in each word; so that any given form can be sought out with as much certainty as a word can be found in an ordinary dictionary.

It is probable that these two works will be distinguished among phonographers as "The Monosyllabic Book," and "The Word-Book." The designation, "The Word-Book Number One," has been selected for a general title, because it admits of prefixing the term "Phonographic," for the information of those who would not otherwise understand its object. The next work of this course will be

"THE PHONOGRAPHIC PHRASEOGRAPHER," of which the title is sufficiently suggestive of its objects to those who have learned the general principles of Phonography. It will contain several thousands of the most useful and simple phrase-signs, properly illustrated and arranged.

"THE PHONOGRAPHER'S IMPERFECT SKELETON BOOK," will contain all those words which it is useful to contract arbitrarily for the sake of rapidity in writing phonographically; also illustrated and arranged with great care.

A SECOND WORK ON PHRASEOGRAPHY, will include all those phrase-signs which involve imperfect skeletons, and carry out the phraseographic system of Phonography to its utmost possible degree of contraction and efficiency.

"THE PHONOGRAPHIC FORM-BOOK," the last, and points of view, the most important work of the series be an instruction book, like those above named, intended for drilling classes while learning, but a book of reference for general use by all phonographers in every stage of progress. It will be the dictionary of Phonography, and will contain the vocabulary of the language. This work will complete the series, and the whole together will furnish the phonographer with all the *materiel* for introducing Phonography into every school-room of the country upon a firm and *ineluctable* basis, and thus of completely securing the final and triumphant triumph of this whole reform.

It will be perceived that for purposes of reference there are two entirely different arrangements of the words of the series which are necessary. The first is, when one is ignorant of the method in which a word is to be written, and which is the correct way to write. To ascertain the form to be used in this case, the student will be had to "The Form-Book," which is so arranged that by attending to the consonant elements only, he can immediately find the word sought for, with as much certainty as he can look out a word in an ordinary dictionary. He will then find the precise manner in which the word is to be written.

The second case is that in which the word is written but not vocalized, and happens to be illegible to the reader from his want of familiarity with all the words which have the skeleton form. In this case, "The Word-Book Number 1" will come to his relief, being so arranged that a knowledge of the plan of the book will enable him to turn to any page, and then to see before him all the words together which that form can be used.

Although the main purpose of all these works—the facilitation of the practical study of Phonography—is doubtless obvious, to which they will chiefly owe whatever consideration

n, still it is obvious that a phonetic analysis and arrangement of the whole body of the English language—the first work of the kind ever attempted, we believe, in any language—must constitute a valuable contribution to General Philology. The facilities it will afford to the philologist for rapidly collating all the etymological and phonetic phenomena of the language, will be vastly greater than have ever before been possessed; and will readily suggest the means of applying a similar classification to other tongues.

Several of these works have been already to some extent tested, as aids in teaching, by actual use, while yet in manuscript, and the position occupied by one of us as the regular instructor in the art, in the Free Academy of this city, where several hundred boys are and will be receiving continuous and daily instruction in Phonography, is highly favorable to a thorough review and trial of all the works as they shall appear.

It is not to be presumed that these works will have been carried through the press without some typographical errors, and some errors of arrangement upon minor points of detail, which will admit of correction and improvement after they all have been thoroughly tested by use. We shall make such slight corrections and improvements when proper occasions offer to do so, but we do not apprehend the necessity of any important or considerable changes in future editions.

It will be observed that we have excluded from our presentomenclature the terms *full* and *stopped*, as applied to different kinds of vowels, and have confined ourselves to the use of the terms *long* and *short*. If the two sets of terms are used as synonymous with each other, they are not only unnecessary, but hurtful, and the attempt to establish any essential difference between short vowels themselves, based upon the mere accident of their being followed by a consonant-sound in the same syllable, or not so followed, seems eminently unphilosophical. The application of the terms *full* and *stopped* to

the *long* and *short* vowels which happen to be coupled in Phonography, as to the mode of their representation, tend also to create the erroneous impression that there is ground upon which such coupling rests, apart from convenience, which we have shown is not the case; and we wish to seem desirous or willing to give a color of scientific arrangement which cannot be fairly said to rest upon scientific basis.

It is our intention to issue, at some time, an edition of the work, and of some others of the series, with the words contained in the Exercises printed in Phonography, should the experience of teachers, in the use of these works, lead to the conclusion that their appearance in that form is necessary and desirable.

The number of monosyllabic words contained in the English language, and in this volume, falls but little short of ten thousand—probably the largest number of monosyllables in any language in the world.

PHONOGRAPHIC WORD-BOOK NO. I.

CHAPTER I.

CONTAINING ALL THE MONOSYLLABLES OF THE ENGLISH LANGUAGE WHICH ARE WRITTEN BY THE SIMPLE ALPHABETICAL SIGNS AND THE UP-STROKE *r*.

RULE I.—Phonography should be written on ruled paper.

RULE II.—The consonant-signs and vowel-signs are written separately. They must not be joined to, or made to touch, each other.

RULE III.—When a word contains only one consonant and one vowel, the consonant-sign is made *first*, whether the consonant-sound precedes the vowel-sound, or not; the pen or pencil is then taken from the paper and the vowel-sign made.

RULE IV.—The sixteen perpendicular and inclined consonant-signs, namely, *p, b, f, v, t, d, th, TH, s, z, l, r, ch, j, sh, zh*, are struck from above below; that is, they are commenced above the line and struck down, until the lower end touches the line.

RULE V.—The inclined or slanting consonant-signs, namely, *p, b, f, v, l, r, ch, j, sh, zh*, should not be commenced quite so far above the line as the perpendicular ones; because, when brought down to the line, they would then be much longer than the perpendicular signs, and give to the writing an irregular appearance.

RULE VI.—The five horizontal consonant-signs, namely, *m, n, k, g, ng*, are struck from left to right.

RULE VII.—The length of the consonant-signs should be about one-sixth of an inch, and the inclined consonant-sign should incline at an angle of forty-five degrees from the perpendicular, the direction of the curved ones being regarded as that of a line extending from one of the points to the other.

RULE VIII.—When a word contains but one consonant and one vowel, the consonant-sign being one of the horizontal ones, this last is always written *above the line*, (as high as the top of a perpendicular consonant-sign;) *provided* the vowel-sign to be attached to it be a *first place vowel-sign*, and *on the line*, if the vowel-sign be a *second or third place vowel-sign*.

RULE IX.—No part of the curves, *m*, *n*, *ng*, when written on the line, should be suffered to go below it, nor when written above, to go above the imaginary line running along the tops of the perpendicular consonant-signs; the ends of the *m*, and the swell of the *n* and *ng*, just touching the line; or, when written above the line, the swell of the *m*, and the ends of the *n* and *ng*, just touching the imaginary line above.

RULE X.—The vowel-sign takes its local value from the *beginning* of the consonant-sign, that is, *from where the pen or pencil is first placed to form it*. The dot in the word *bee* does not represent the vowel-sound heard in that word because it is *at the top* of the consonant-sign (*b*), but because the top of that particular consonant-sign is the *beginning* of it. If the rule were to strike the sign for *b* *up from the line*, instead of *down to it*, the dot in this word, *bee*, would then be placed at the *bottom*, which would *then* be the *beginning*. A vowel-sign takes its local value, therefore, of course, from the *left* of the five horizontal consonant-signs, because these last are always struck from left to right.

RULE XI.—If the vowel-sound is heard before the consonant-sound, and if the consonant-sign is an inclined or perpendicular one, the vowel-sign must be written *on the left* of it; but if the vowel-sound is heard last, the vowel-sign must then be written *on the right* of such a consonant-sign. If the consonant-sign is a horizontal one, and the vowel-sound is heard first, the vowel-sign must be written *above* it; and if the vowel-sound be heard last, the vowel-sign must be written *below* a consonant-sign of this sort.

RULE XII.—The vowel-signs should not be written too

close to the consonant-signs. Learners are apt to place them too near each other, so that the characters are liable to flow together, and thus blot and disfigure the writing. It is better for the vowel-signs to be too far from the consonant-sign than too near it: the writing will have a neater appearance, and be more legible.

RULE XIII.—The *dashes* that represent the second group of vowel-signs should be one-fourth the length of the consonant-signs, and should be struck at right angles to the consonant-signs near which they are placed.

EXERCISE I.

Containing words of only two sounds—a consonant-sound followed by a long vowel-sound.

Pea, be, fee, vee, me, tea, dee, the, see, zee, knee, gee, she, key :—Pay, bay, fay, may, day, they, say, ray, nay, jay, kay, gay :—Pa, bah, fa, ma :—Paw, maw, faw, daw, thaw, saw, raw, gnaw, chew, jaw, shaw, caw :—Po, bow, foe, mow, tow, dough, though, so, row, know, joe, show, co, go :—Pooh, two, do, sou, shoe, coo, goat, (*pronounced goo.*)

EXERCISE II.

Containing words of only two sounds—a consonant-sound preceded by a long or short vowel-sound.

Eve, eat, ease, ear, e'on, each, eke :—Ape, aim, eight, aid, ace, air, aitch, age, ache :—Alm, are :—Off, ought, awed, awes, or, awn :—Ope, oaf, oat, ode, oath, owes, oar, own, oak :—Ooze :—If, it, is, in, itch :—Ebb, eff, em, et, esa, en, etch, edge, egg :—Ab, am, at, add, aa, as, an, ash :—Of, odd, on :—Up, us, Uz, err.

RULE XIV.—When a vowel-sound is aspirated, the vowel-sign should be written *first*, and the small dot preceding it, which represents the *h* or *aspirate*, should be the *last written*. The aspirate-sign should be placed above the vowel-*dash* when it precedes a perpendicular or inclined consonant-sign, and on the left of it when it precedes a horizontal consonant-sign. The vowel-*dots* are aspirated by placing the aspirate-sign in such a position as would make the aspirate-dot and vowel-dot, if joined together, form a dash struck at right angles to the consonant-signs. The aspirate-sign should not be written too close to the vowel-sign.

EXERCISE III.

Containing words of three sounds, including the aspirate—a consonant-sound preceded by a long or short vowel-sound, aspirated.

Heap, heave, heat, heed, hear:—Hame, hate, haze, hare, hake:—Half, halve, hath:—Hawed, hawk:—Hope, hove, home, hoed, hose, how, hone:—Hoop, hoof, whom, hoot, whose:—Hip, him, hit, hid, hiss, his, hitch:—Hem, head, hen, hedge:—Hap, have, ham, hat, had, has, hatch:—Hash, hack, hag, hang:—Hop, hob, hot, hod, hodge, hough, hog:—Huh, huff, hum, hut, her, hun, hush, hug, hung:—Hood, hook.

RULE XV.—The rules for placing the simple vowel-signs and the aspirate-sign near the consonant-signs apply also to the diphthong signs.

EXERCISE IV.

Containing words of two sounds—a consonant-sound followed by a diphthong-sound.

Pie, by, fie, vie, my, tie, die, thigh, thy, sigh, rye, nigh, shy, kye, guy:—Boy, toy, roy, joy, coy:—Pow, bow, vow, mow, dow, thou, sow, row, now, cow.

EXERCISE V.

Containing words of two sounds—a consonant-sound preceded by a diphthong-sound.

Eyed, ice, eyes, ire, ike:—Out, our.

EXERCISE VI.

Containing words of three sounds, including the aspirate—a consonant-sound preceded by a diphthong-sound aspirated.

Hive, height, hide, hire:—Hoyt:—House.

EXCEPTION I. TO RULE IV.—When the *l* is the only consonant-sign in a word, it is always struck from the line up; the vowel-signs then taking their local value from the *lower end*, which is the *beginning* of the *l*-sign, in accordance with Rule X., which it will be well to re-read attentively.

EXERCISE VII.

*Containing words of two sounds—the consonant-sound *l* followed by a simple vowel or diphthong-sound.*

Lea, lay, la, law, low, loo, lie.

EXERCISE VIII.

Containing words of two sounds—the consonant-sound l preceded by a simple vowel or diphthong-sound.

Eel, ale, all, ill, ell, isle, oil, owl.

EXERCISE IX.

Containing words of three sounds, including the aspirate—the consonant-sound l preceded by a simple vowel or diphthong-sound aspirated.

Heel, hail, hall, hole, hill, hell, Hal, hull, Hoyle, howl.

RULE XVI.—In Phonography, all the consonant-signs in a word are joined together. The pen or pencil is not raised from the paper from the time it first touches it until the last consonant-sign is made. The consonant-signs thus joined together constitute what is termed the “skeleton,” or “consonant-outline,” of a word.

RULE XVII.—When a monosyllable contains two consonant-sounds, with a vowel-sound or a diphthong-sound coming between them, both the consonant-signs are made, in accordance with the last rule, *first*—the pen not being raised from the paper until both are completed. The vowel-sign or diphthong-sign for the vowel or diphthong-sound heard in the word is then added. This adding of the vowel-signs or the diphthong-signs to a “skeleton,” or “consonant-outline,” is termed “vocalizing” a word.

RULE XVIII.—If a *first-place* vowel-sign or diphthong-sign comes between two consonant-signs, it is placed *after and close to the first* consonant-sign.

RULE XIX.—If a *third-place* vowel-sign or diphthong-sign comes between two consonant-signs, it is placed *before and close to the second* consonant-sign.

RULE XX.—A *second-place long* vowel-sign, coming between two consonant-signs, is placed *after and close to the first* consonant-sign. A *second-place short* vowel-sign, coming between two consonant-signs, is placed *before and close to the second* consonant-sign.

NOTE.—The application of Rule VIII. is extended to all skeletons or consonant-outlines which contain none but horizontal consonant-signs. This must be observed throughout the remainder of the work.

EXERCISE X.

Containing words of three sounds—two consonant-sounds with the first-place long vowel-sound of the first group between them.

Peat, peal, peer, peach, peak, beef, beam, beat, bead, beer, beach, beak, fief, feel, fear, veal, veer, meal, mere, meek, teem, teeth, toothe, teal, tear, teach, teak, Teague, deep, deem, deal, dear, thief, thieve, theme, neap, nieve, 'neath, kneel, near, cheap, chief, cheat, chiel, cheer, cheek, jeer, sheep, sheaf, sheave, sheath, sheathe, shear, keep, keel, geer.

EXERCISE XI.

Containing words of three sounds—two consonant-sounds with the second-place long vowel-sound of the first group between them.

Pave, pate, payed, pale, pare, page, bait, bayed, bathe, bale, bare, bake, fame, faith, fail, fair, veil, maim, mail, mare, make, tape, tame, tail, tear, dame, dale, dare, their, nape, knave, name, nail, ne'er, chafe, chair, jade, jail, shape, shave, shame, share, shake, cape, cave, came, kayle, cage, gave, game, gale, guage.

EXERCISE XII.

Containing words of three sounds—two consonant-sounds with the third-place long vowel-sound of the first group between them.

Palm, path, par, balm, bade, bath, bar, far, ma'am, mar, tar, laugh, lath, chaff, char, jar, calf, calve, calm, car, gape, gaff.

EXERCISE XIII.

Containing words of three sounds—two consonant-sounds with the first-place long vowel-sound of the second group between them.

Pawed, pall, bought, bawl, baulk, fall, for, moth, maul, fall, talk, daub, doff, dorn, dong, Thor, thong, nor, chawed, chalk, jawed, cough, call, Gough, goth, goss, gall, gong.

EXERCISE XIV.

Containing words of three sounds—two consonant-sounds with the second-place long vowel-sound of the second group between them.

Pole, pour, poach, poke, boat, bode, both, bowl, bore, foam, foal, folk, fore, vogue, mope, mole, more, tope, tome, toll, tore, dome, dole, doge, knoll, chore, choke, Jove, joke, shore, cope, cove, comb, coal, core, coach, Gove, goal, gore.

EXERCISE XV.

Containing words of three sounds—two consonant-sounds with the third-place long vowel-sound of the second group between them.

Pool, poor, boom, boot, booth, boor, fool, move, moor, tomb, tooth, tool, tour, doom, Combe, coop, cool.

EXERCISE XVI.

Containing words of three sounds—two consonant-sounds with the first-place short vowel-sound of the first group between them.

Pit, pith, pill, pitch, pick, pig, bit, bid, bill, big, fip, fib, fill, fitch, fish, fig, vim, miff, mill, tip, tiff, till, tick, ting, dip, dim, ditch, dish, dick, dig, ding, thick, thing, nip, nib, niche, nick, chip, chit, chid, chill, chick, jib, jim, gill, jig, ship, kip, kith, kill, king, give, gill.

EXERCISE XVII.

Containing words of three sounds—two consonant-sounds with the second-place short vowel-sound of the first group between them.

Pet, peck, peg, bet, bed, bell, beck, beg, feoff, fell, fetch, vetch, mesh, tell, tem, deaf, death, dell, deck, them, knell, neck, check, gem, jet, shem, ketch, kedge.

EXERCISE XVIII.

Containing words of three sounds—two consonant-sounds with the third-place short vowel-sound of the first group between them.

Pat, pad, pal, patch, pack, pang, bat, bad, batch, badge, back, bag, bang, fash, fag, fang, map, mab, match, mam, mash, mack, mag, tap, tack, tag, dab, damn, dash, thatch, that, nap, nab, gnash, knack, nag, chap, chat, jam, jack, jag, sham, cap, cab, catch, cadge, cash, gap, gab, gash, gang.

EXERCISE XIX.

Containing words of three sounds—two consonant-sounds with the first-place short vowel-sound of the second group between them.

Pot, pod, poll, poek, botch, bog, fop, fob, fog, mop, mob, mock, mog, top, Tom, tog, doll, dodge, dock, dog, nob, noll, notch, knock, nog, chop, chock, jot, jog, shop, shock, cop, cob, gob.

EXERCISE XX.

Containing words of three sounds—two consonant-sounds with the second-place short vowel-sound of the second group between them.

Puff, put, purr, puck, pug, buff, bomb, but, bud, burr, budge, buck, bug, bung, fum, fur, fudge, muff, mum, mull, much, mush, muck, mug, tub, tough, touch, tush, tuck, tug, tongue, dub, duff, dove, dumb, doth,

dull, Dutch, duck, dug, dung, thumb, thug, numb, null, nudge, chuk, chough, chum, chuck, jut, jug; shove, cup, cub, cuff, come, cull, cur, gum, gull, gush.

EXERCISE XXI.

Containing words of three sounds—two consonant-sounds with the third-place short vowel-sound of the second group between them.

Put, pull, push, bull, bush, book, full, took, nook, shook.

EXERCISE XXII.

Containing words of three sounds—two consonant-sounds with the first-place diphthong-sound—i in bile—between them.

Pied, pile, pike, bite, bide, bile, fife, five, file, fire, vile, mile, mira, type, time, tithe, tile, tire, dive, dime, dire, dike, knife, chime, chide, jibe, shire, chyle, guile.

EXERCISE XXIII.

Containing words of three sounds—two consonant-sounds with the first-place diphthong-sound—oi in boil—between them.

Boyd, boil, foil, moil, toil, Doyle, coif, coil.

EXERCISE XXIV.

Containing words of three sounds—two consonant-sounds with the third-place diphthong-sound—ou in mouth—between them.

Pouch, pout, bout, bowed, foul, vouch, mouth, mouth, jowl, cowl, couch, gouge.

EXERCISE XXV.

Containing words of three sounds—two consonant-sounds with a vowel-sound before them.

Aped, eighth, aged, oped, inch, ink, itched, etched, apt.

EXERCISE XXVI.

Containing words of four sounds, including the aspirate—two consonant-sounds preceded by a vowel-sound, aspirated.

Heaped, haunch, hoped, hooped, hipped, hitched, hinge, hedged, haped, hatched, hanged, hank, hopped, husk, hunch, hunk.

EXCEPTION II. TO RULE IV.—When the consonant-sound *l* is the first consonant in a monosyllable, the consonant-sign *l* is struck up; not only when it is the only consonant-sign in the word, as stated in Exception I. to Rule IV., but also when it is followed by other consonant-signs. When it is the last sound

heard in a word in which there are other consonant-sounds, it follows the general rule, and is struck down.

NOTE.—The student having got thus far, is supposed to be so familiar with the vowel-sounds as to render it no longer necessary to arrange the exercises with reference to them. The words will not, therefore, be hereafter classified with reference to the vowel sounds contained in them, except when such classification does not interfere at all with more important ones. In the following Exercise, and in some of the succeeding ones, the classes of words containing the same vowel-sound are merely marked by a colon and dash. In others, even this is not done.

EXERCISE XXVII.

Containing words of three sounds—two consonant-sounds with a vowel-sound between them, the first consonant-sound being l.

Leap, leaf, leave, leer, leach, liege, leak, league :—Lave, lame, lathe, lair, lake :—Laugh, lath :—Lawk, long :—Lope, lobe, loaf, loam, loth, loathe, lore :—Loop, loom :—Lip, live, limb, lick, ling :—Letch, ledge, leg :—Lap, lamb, latch, lack, lag, lang :—Lop, lob, loll*, lodge, lock, log :—Luff, love, lum, lull*, luck, lug, lung :—Look :—Life, live, lime, lithe, lyre, like.

EXERCISE XXVIII.

Containing nine words, in which the vowel-sound precedes both consonant-sounds in each word. The last five words are aspirated. The l-sign is struck up, as usual, it being the first consonant-sound heard.

Ilk, elf, elm, elk, help, helve, helm, health, hulk.

EXCEPTION III. TO RULE IV.—The consonant-sound *r* is sometimes represented by the same sign as that employed to represent the *ch*. It is then always struck up, and is therefore called the *r-up-stroke*. It is never used unless there is at least one other alphabetic consonant-sign in the word, the connection with which shows that it is made by an upward movement of the pen, so that it cannot be mistaken for the *ch*-sign, which is always made down according to Rule IV.

The alphabetic consonant-sign for *r* is always used, struck down, according to the general rule (IV.), *first*, when there is no other consonant-sound in the word, (see Exercises I. and II. ;) and *secondly*, when the *r* is the *last* consonant-sound in a

* In these two words the first *l* is struck up, and the last down. Here, and in many other similar cases, the inclination of the sign must be a little varied from forty-five degrees ; otherwise the pen, in going up and down, would pursue the same track.

(monosyllabic) word which has other consonant-sounds. The remaining cases in which the *r-up-stroke* is or is not used, are pointed out in the following Rules and Exercises.

When *r* is the first consonant-sound in a word, it is represented by the alphabetic sign, according to the general rule (IV.), if the consonant-sound immediately following it is *m*, *l*, *r*, *k*, or *g*, but by the up-stroke when followed by any other consonant-sound.

EXERCISE XXIX.

Containing words of two consonant-sounds with a vowel between them—the first consonant-sound in each word being r, which must be represented by the alphabetic sign.

Ream, Rome, room, rim, ram, rum, rhyme, reel, rail, roll, rule, rill, roil, rear, rare, roar, wreak, rake, rick, reck, rack, rock, ruck, rook, rogue, rig, rag, rug.

EXERCISE XXX.

In the six following words, the vowel-sound precedes both consonant-sounds, in each word. The last three words are aspirated. The consonant-sound r is represented by the alphabetic sign.

Arm, ark, earl:—harm, hark, hurl.

EXERCISE XXXI.

Containing words of two consonant-sounds with a vowel between them—the first consonant-sound in each word being r, which must be represented by the r-up-stroke.

Reap, rape, rope, rip, rap, ripe, robe, rib, rob, rub, reef, roof, rough, rise, reeve, rave, rove, rive, roup, wreath, wrath, wroth, Ruth, wreath, writhe, reach, roach, rich, retch, rage, ridge, rash, rush, rouge, wrong, ring, rang, rung.

EXERCISE XXXII.

In the eight following words the vowel-sound precedes both consonant-sounds, in each word. The last three words are aspirated. (The consonant-sound r must be represented by the r-up-stroke.)

Arch, orb, herb, earth, urge:—Harp, harsh, hearth.

EXCEPTION IV. TO RULE IV.—The *sh*-sign ordinarily follows the general rule (IV.), and is struck down. But in the eight words in the following exercise, both consonant-signs are struck up; the *l* in the last five words not conforming to the

Direction in Exception II. to Rule IV., which says that when is the last consonant-sound in a monosyllable in which there are other consonant-sounds, the *l*-sign must be struck down.

EXERCISE XXXIII.

Containing eight words of two consonant-sounds, with a vowel between—both consonant-signs being struck up.

Leash, lash, lush, shale, shawl, shoal, shell, shall.

RULE XXI.—If any consonant-sound which is represented by a straight-line consonant-sign, (namely, *p, b; t, d; ch, j; k* or *g*,) occurs twice in a word, with no other consonant coming between the two sounds resulting from such repetition, the straight line which represents the single sound is merely prolonged to twice its ordinary length, and is called a double straight-line consonant-sign. If one of these sounds is followed in like manner by the other sound of the same couple, that is, the *p* by *b*, or the *b* by *p*, etc., the double-length sign is also written in the same manner, the end which represents the whispered sound being made light and the other heavy; the light sign gradually swelling into the heavy one, so as not to form a shoulder between them. The *inclined* and *perpendicular* double straight-line consonant-signs are begun the length of one sign above the line, and extend the length of the other sign below it.

EXERCISE XXXIV.

Containing words of three sounds—two consonants with a vowel between them; the two consonant-sounds being the same, or belonging to the same couple, and being represented by a double straight-line consonant-sign.

Peep, pape, pope, poop, pip, pap, pop, pup, pipe:—Babe, bib, bob, bub:—Judge:—Keek, cake, caulk, coke, kick, cock, cook:—Gig, gag, gog:—Keg, cag, cog:—Gawk.

EXERCISE XXXV.

*Containing four sounds—three consonant-sounds with a vowel-sound after the first consonant-sound. For the method of writing the *l* and *r* at the commencement of some of these words, re-read Exception II. to Rule IV., and the last paragraph of Exception III. to Rule IV. All the other consonant-signs follow the general rule (IV.)*

Donged, thonged, longed, wronged, pink, fifth, finch, mink, tink, tinged,

dinged, think, link, ringed, nymph, chink, jink, kink, depth, length, banged, bank, fanged, tank, dank, danged, thank, lank, rank, shank, rhomb, conch, punk, bunged, bunk, funk, monk, tongued, tunk, rhumb, chunk, junk, ninth.

RULE XXII.—When the *l* or *r* comes between two other consonant-sounds in the same word, it is sometimes written according to the general rule, and is sometimes struck up, according as the beauty and facility of the writing will be promoted by one or the other mode. When the *l*, *r*, or *sh*-sign is to be struck up, the letter *l*, *r*, or *sh* will hereafter be italicised in the printing.

EXERCISE XXXVI.

Containing words of four sounds—three consonant-sounds with a vowel-sound after the first consonant-sound. The l in all of these words is italicised, to show that it is struck up.

Bilge, bilk, film, filth, filch, milch, milk, pelf, belch, delf, delve, realm, palp, pulp, bulb, bulge, bulk, gulp, gulf.

EXERCISE XXXVII.

Containing words of four sounds—three consonant-sounds with a vowel-sound coming after the first consonant-sound. The r in these words must be represented by the alphabetic sign.

Park, bark, farm, lark, shark, cark, form, fork, cork, pork, berg, firm, term, shirk, kirk.

EXERCISE XXXVIII.

Containing words of four sounds—three consonant-sounds with a vowel-sound coming after the first consonant-sound. The r in these words is italicised, to show that the r-up-stroke should be used.

Parch, barb, barge, march, marsh, mark, dark, charge, sharp, carp, carve, garb, torch, Thorp, corb, gorge, porch, forth, forge, perch, purge, birth, birch, mirth, merge, turf, Turk, dearth, dirge, dirk, curb, curve, girth, gurge.

EXERCISE XXXIX.

Containing seven words in which the first two consonant-signs in each word are both struck up. The sh and l are both italicised, to show that they are struck up.

Shield, shawled, shoaled, shelled, shalt, shelf, shelve.

CHAPTER II.

TRAINING RULES AND EXERCISES ILLUSTRATING THE METHOD OF WRITING ALL THE MONOSYLLABLES OF THE ENGLISH LANGUAGE IN WHICH USE IS MADE OF THE *s* OR *z*-CIRCLE, THE *t* OR *zd*-LOOP, THE *n*-HOOK, THE *ns*-CIRCLE, AND THE *nl*-LOOP.

RULE XXIII.—When a word ends in the sound *s* or the sound *z*, the circle is always used instead of the alphabetic *gn* or *z*-sign. The circle is made light to represent *s*, and heavy to represent *z*; but in rapid writing no attention is paid to this distinction, which is more difficult to be observed in making a circle than any other phonographic sign. In rapid writing, therefore, the circle is made, without any attention to the point, to represent either *s* or *z*, the context always determining whether the word is intended for *piece* or *pease*, *lace* or *leaze*, etc. It is well, however, to observe the distinction when writing rapidly.

NOTE I.—The alphabetic consonant-signs, the *r*-up-stroke, and others of the same length, are called long or full-length consonant-signs, to distinguish them from the double-length consonant-signs on the one hand, from all shorter signs on the other.

NOTE II.—In the subsequent Exercises, words containing the sounds *l*, and *sh*, will be mingled indiscriminately with the others, those letters being merely italicised in the print, when the signs representing them are so struck up, in order to call the attention of the student to that point.

RULE XXIV.—It will be remembered, that by the general rule (IV.) perpendicular and inclined consonant-signs are struck down, and that the exceptions to this rule relate only to the *l*, *r*, and *sh*-signs, (the *r* having a second form, called *r*-up-stroke.) Now, the circle in the beginning, end, or

middle of a word, does not affect either the rule or the exceptions, with reference to the direction of the long consonants to which it is joined.

EXERCISE XL.

Containing words of three sounds—two consonant-sound vowel-sound or a diphthong-sound between them, the last consonant-sound being s or z, which is to be represented by a long horizontal consonant-sign. The vowel or diphthong-sign in each word must be written a long horizontal consonant-sign, and to the right of a parallel or inclined one, in the same manner as if there were attached to it.

Piece, pease, bees, fees, v's, ^{te}tease, d's, these, lease, lees, knees, cheese, g's, keys, geese:—Face, pays, base, bays, face, mace, maize, dace, days, lace, lays, race, rays, neighs, chase, clock's, gaze:—Pass, pa's, bass, mass, ma's, lass, Cass, gas:—Pause, vase, moss, maws, toss, taws, daws, thaw's, loss, laws, Ross, ravchaws, jaws, shaws, caws, goss, gauze:—Pose, boce, bows, mows, toes, dose, does, those, lows, roses, knows, chose, Jo goes:—Moose, two's, loose, lose, noose, choose, shoes, coos, Phiz, miss, 'tis, this, Liz, kiss:—Bess, mess, less, chess, jess, gubass, buzz, fuss, fuzz, muss, does, thus, coz, Gus:—Puss:—Lice, vies, mice, ties, dice, dies, thighs, lice, lies, rice, rise, shies, guise:—Poise, boyce, boys, voice, toys, noise, choice, Joy Pow's, bowse, bows, vows, mouse, mows, touse, douse, louse, lrouse, chouse, oows.

EXERCISE XLI.

Containing words of three and four sounds—two consonants, the last represented by the circle, and both preceded by a diphthong with or without the aspirate.

Eaves, eats, eels, ekes:—Apes, aims, eights, aids, ails, aims, Alms:—Oughts, awls, awns:—Opes, oafs, oats, odes, oath's, cowns, oaks:—Ifs, ills, inns, ebbs, f's, m's, ells, n's, eggs:—Ann's, axe:—Odds, ox:—Ups, erse, errs:—Ides, isles:—Oils:—Hours:—Heaps, heavens, heats, heeds, heals, hears:—Hames, haires, hakes:—Halves:—Halls, horse, hawks:—Hopes, horns, hoarse, hones, hoar:—Hoops, hoofs, hoots:—Hips, hymns, hits, Hems, heads, hence, hens:—Haps, hams, hats, hacks, hags, Hops, hobs, hods, houghs, hogs:—Hubs, huffs, hums, huts, huiher's, hugs:—Hoods, hooks:—Hives, heights, hides, hires:—howls.

EXERCISE XLII.

Containing words having four sounds—three consonant-sounds, the last of which is s or z, to be written by the circle, and a vowel-sound following the first consonant-sound.

Peats, peals, pierce, piers, peaks, beeves, beams, beats, be

is. *feels, fierce, fears, veers, meals, toems, tooth, toothes, tierce,*
gie's, deeps, deems, deals, dears, thief's, thieves, themes, leaps,
se. leers, leaks, leagues, reaps, reefs, rooves, reams, wreaths,
reels, rears, reeks, neaps, nieves, kneels, nears, chiefs, cheats,
seeks, jeers, sheeps, sheafs, sheaves, sheaths, sheathes, shears,
se. gears:—Paves, pates, pails, pairs, bates, bathes, bales, bears,
se's, fails, fares, vales, maims, mails, mares, makes, tapes, tames,
s, takes, dames, dales, dares, theirs, laves, lames, lathes, lairs,
se. raves, rails, rakes, napes, knaves, names, nails, chafes, chairs,
is, shapes, shaves, shames, shares, shakes, capes, caves, cares,
Palms, path's, patha, parse, balms, bars, farce, ma'am's, mars,
s, lath's, latha, wratha, chaffs, chars, jars, calf's, calves, calms,
s, gaffs:—Palls, balls, baulks, false, falls, moth's, moths, mauls,
ks, tongs, daubs, dorse, Dorr's, Thor's, chalks, saws, coughs,
se. galls:—Poles, pours, pokes, boats, bowls, boars, firms, fouls,
s, folks, mopes, moles, topes, tomes, tolls, domes, doles, doors,
s, loafs, loaves, loams, loathes, ropes, robes, roves, roams, rolls,
ues, knolls, chores, chokes, Jove's, jokes, shuaks, copes, coves,
als, coarse, cores, goals, gores:—Pools, poor's, booms, boots,
ooths, bourse, boora, fools, moves, moors, tombs, tooth's, tools,
oms, loops, looms, roofs, rooms, coops, cuomb's, cools:—Pits,
s, picks, pigs, bits, bids, bills, fips, fibs, fix, figs, miffs, mills,
tiffs, tills, ticks, dips, dims, dix, digs, dings, thicks, things,
limbs, ticks, ripe, ribs, rims, rills, ricks, rigs, rings, nips, nibs,
ps, chills, chicks, jills, jigs, ships, Kipp's, kith's, kills, kings,
s:—Pets, pecks, pegs, bets, beds, bells, becks, begs, fells,
mes, tells, deaths, della, decks, legs, pecks, necks, cheeks,
s, shells:—Pads, packs, pangs, bats, backs, bags, fags, fangs,
bs, Max, Mag's, taps, tacks, tags, dabs, damns, taps, lambs, tax,
, rams, racks, rags, naps, nabs, knacks, nags, chaps, chats, jams,
s, shams, caps, cabs, gaps, gabs, gangs:—Pots, pods, Poll's, pox,
, bogs, fops, fobs, fox, fogs, vox, mops, mobs, mocks, tops, dolls,
gs, lops, lobs, lolls, locks, logs, robs, knobs, Noll's, knocks,
ops, chocks, jobs, jogs, shops, shoeks, cops, cols, gobs:—Puffs,
e, purse, purrs, Puck's, pugs, puffs, bombs, butts, huds, hurrs,
gs, bungs, furze, verze, mums, muffs, mulls, mucks, mugs, tuls,
ts, tags, tongues, dubs, duffs, doves, dungs, dulls, ducks, thumbs,
is, loves, lulls, lucks, lugs, lungs, rubs, rums, rugs, numbs, nurse,
s, chums, chuoks, jugs, shoves, cups, cubs, cuffs, comes, culls,
rs, gums, gulls:—Puts, pulls, bulls, books, fulls, lunks, runks,
Piles, pikes, bites, bides, biles, fises, fives, files, milus, typcs,
res, tiles, tires, dives, dimes, dykes, life's, lives, times, likes,
mes, knife's, knives, chimes, chides, jibes, guiles:—Boils, foils,
ls, Doyle's, coifs, coils:—Ponts, doubts, fowls, mouth's, mouthls,
wls.

EXERCISE XLIII.

Containing words of four sounds—three consonant-sounds of which is s or z represented by the circle, and the o by a double-length consonant-sign.

Peeps, popes, poops, pips, paps, pops, pups, pipes :—Babes, hubs :—Keeks, cakes, coas, kicks, cocks, cooks :—Gigs, gags, Kegs, cags, cogs :—Gawks.

EXERCISE XLIV.

Containing words of four sounds—three consonant-sounds of which is s or z represented by the circle, and a vowel-succeeding them all.

Eighths :—Asps, asks, arms, arks :—Orbs :—Inks :—Elfs, elks :—Herbs, earth's, earls, hasps, harps, harms, harks :—Helms, healths :—Husks, huks :—Hearths, hurls, hunks.

EXERCISE XLV.

Containing words of five sounds—four consonant-sounds, of which is s or z represented by the circle, and a vowel-sound after the first consonant-sound.

Pinks, fifths, minks, tinks, thinks, lynx, nymphs, chinks, jin depths, lengths, banks, tanks, thanks, ranks, shanks, rhombunks, funks, monks, tunks, rhumbs, chunks, junks, ninths :—Bifths, milks, pelts, delts, delves, realms, palps, calx, pulps, buigulps, gulfs :—Parks, barks, farms, larks, sharks, carks, forms, foBurke's, bergs, firms, terms, shirks, kirks :—Barbs, marks, darlcarps, carves, garbs, Thorp's, corpse, corbs, fourths, births, mTurks, dirths dirks, curbs, curves, girths :—Shields, shelf's, she

RULE XXV.—When there are several consonant-s in a monosyllable, a middle one being s or z, the circle is used for it: Between two *straight-line consonant-signs in the same direction*, as in the word *cask*, the circle is on the same side as if there were but one long consonant; that is, upon the *right hand* of perpendicular and inclined consonant-signs, and *above* horizontals. If either one of the consonant-signs is a *curve*, as in the word *Fisk*, the circle is to be turned so as to come on the inner or concave side of the curve. If the long consonant-signs are both straight and run in different directions, so as to form an angle, as in the word *bask*, the circle is struck so as to bring it on the inner side of the angle. The circle must be made without the pen, and without the appearance of being mended.

EXERCISE XLVI.

g words of four sounds—or five—three consonant-sounds, the last one being s or z represented by the circle, and a vowel-sound coming after the first consonant-sound, with the same words written by another s or z-sound also represented by the circle.

asks, mask, masks, task, tasks, rasp, rasps, caak, caaks, gasp, aque, mosques, biak, biaks, Fisk, Fisks, disc, discs, lisp, lisps, desk, desks, tusk, tusks, dusk, dusks, rusk, rusks, cusp,

XXVI.—When a word ends in the consonants *st* or *s* preceded by another consonant in the same word, the combination (*st* or *zd*) is represented by a *loop*, one half of an alphabetic consonant-sign, which loop is joined to the long consonant-sign representing the preceding consonant-sound in the same manner as the *s*-circle is joined to the *s*-circle it may be thickened, in deliberate writing for the spoken sounds *zd*, though the pains is not taken in rapid writing. The vowel is then written in the same manner as if the loop were the *s*-circle.

EXERCISE XLVII.

g words of four sounds—three consonant-sounds, the last one being st or zd represented by the loop, and a vowel-sound coming after the first consonant-sound.

paste, past, paused, post, posed, pest, poised :—Beast, baste, fast, best, bust, buzzed, boost, boozed, bowed :—Feast, faced, fist, fizzed, fussed, foist :—Vast, vest, voiced :—Mazed, mast, most, mist, messed, must, moist, moused :—Teased, taste, tossed, toused :—Dosed, dozed, dust, dowed :—Leased, laced, last, list, lest, lust, loused :—Raced, raised, roast, roost, wrist, rest, red, roused :—Nosed, nest, noised :—Chaste, chest, choused :—Just, joist :—Cased, cast, cost, caused, coast, kissed :—Gazed, uzed, ghost, guest, gust :—Hoaxed.

XXVII.—When the consonant-combination *st* or *zd* is at the end of a word, by the *s* or *z*-sound, (as in the different forms of the words in the preceding Exercise,) the combination (*st* or *zd*) is still represented by the loop, and the vowel is then carried, without raising it, *across* the long consonant to which the loop is attached, and a circle is formed on the other side of it for the *s* or *z*.

EXERCISE XLVIII.

Containing words of five sounds—four consonant-sounds, being st or zd represented by the loop, followed by s sented by a circle, and a vowel-sound coming after the nant-sound.

Pastes, past's, posts, pests :—Beasts, bastes, boasts, busts :—
flats :—Vests :—Masts, mists :—Tastes, toasts, tests :—Dusts :—
lusts :—Roasts, roosts, wrists, rests, rusts :—Nests :—Chests :—
—Casts, costs, coasts :—Ghosts, guests, gusts.

EXERCISE XLIX.

Containing words of five sounds—four consonant-sounds, being st or zd represented by the loop attached to the consonant-sound, and a vowel-sound following the first sound, and written therefore between the two long consonant-sounds (with the same words pluralized.)

Pierced, parsed, farced, forced, coursed, fixed, mixed, vex
taxed, lapsed, laxed, boxed, foxed, burst, first, thirst, cur
bursts, thirsts.

RULE XXVIII.—When *n* is the last sound in which there is another consonant-sound—that is, not followed by any other consonant or vowel-sound—represented by the final *n*-hook, which is made *at the end of the left hand* of an inclined or perpendicular straight-line consonant-sign, and *at the end and below* the two straight-line consonant-signs, (*k* and *g*.) but always and on the *inner or concave* side of a curved consonant-sign, it be which side it may. The vowel is then written with reference to the long consonant-sign in the word as it would be written if there were no *n*-hook at the end, in the same manner as has been done in the preceding exercises when the circle or loop is attached to a consonant-sign.

EXCEPTION V. TO RULE IV.—The *l*-sign is structured only followed by an *n*-hook, in the same manner as followed by the *s*-circle, and the hook is therefore made

EXERCISE L.

Containing words of three sounds—two consonant-sounds, the last of which is N represented by the N-HOOK, and a vowel-sound coming between them. The vowel-sign will, of course, be written after or to the right of the inclined and perpendicular consonant-signs, and below the horizontals, in the same manner as if it were the final s-circle instead of the hook.

Pain, pawn, pin, pen, pan, pon, pun, pine:—Bean, bane, bone, boon, seen, Ben, ban, bun:—Fane, fawn, fin, fen, fan, fun, fine:—Vane, Vaughan, van, vine:—Mean, mane, moan, moon, men, man, mine:—Teen, ta'en, tone, tin, ten, tan, ton, tun, tine, town:—Dean, Dane, dawn, Doane, Doon, din, den, Dan, don, dun, dine, down:—Thane, thin:—Then, than, thine:—Lean, lane, lawn, loan, loon, Lynn, line, loin:—Rain, ran, wren, ran, run, Rhine:—Known, noon, nan, non, nun, nine, noun:—Chain, chin:—Jane, Joan, gin, John, join:—Sheen, shown, shoon, shin, shone, shun, shine:—Keen, cane, cone, coon, kin, ken, can, con, tine, coin:—Gain, gone, gun, gown:—Horn, hern*.

RULE XXIX.—When the consonant-combination *ns* or *nz* ends a word in which there is another consonant-sound, (as in the pluralized forms of the words contained in the preceding Exercise,) it is represented by the *ns-circle*, provided the long consonant-sign to which it is to be attached is a straight-line. The *ns-circle* then occupies the same place as the *n-hook*, according to the directions in the last Rule. But in case the long consonant-sign is a curve, the *n-hook* is first made according to the preceding Rule, and the final *s* is then represented by making a small circle within the hook, which circle is generally a little flattened, so as to occupy less room.

EXERCISE LI.

Containing words of four sounds—three consonant-sounds, the last two being ns or nz and a vowel-sound coming after the first consonant-sound. The vowel-sign is written and the l-sign is struck up, as in the preceding Exercise.

Pains, pawns, pins, pence, pens, pans, puns, pines, pounce:—Beans, banes, bones, boons, bins, Ben's, banns, buns, bounce:—Fanes, fawns, fins, fence, fens, fans, fun's, fines:—Vanes, Vaughan's, vans, vines:—Means, manes, manse, moans, moons, mince, men's, man's, mines:—Teens, tones, tins, tense, tens, tans, tuns, tines, towns:—Deans, Danes,

* In these two words the vowel precedes both consonants, and is aspirated.

dance, dawn, Doane's, Doon's, dins, dense, dens, Dan's, Don's, duns, dines, downs:—Thanes, thins:—Thence:—Leans, lanes, lawns, loans, loons, Lynn's, lens, lines, loins:—Rains, roars, runs, Rhine's, rounce:—Nance, noons, Nan's, nuns, nines, Chains, chance, chins:—Jane's, Jones, gins, John's, joins:—Shins, shines:—Kean's, canes, cones, coons, kin's, kens, cans, cons, Gains, guns, gowns:—Horns, herns.

EXERCISE LII.

Containing words which are written with two long consonant-signs with a vowel-sign between them, and an N-HOOK attached to the second long consonant-sign, together with the pluralized forms of the same.

Bairn, barn, born, borne, bourne, burn, fern, morn, mourn, torn, darn, 'dorn, thorn, lorn, shorn, corn, kern:—Bairns, barns, borns, burns, ferns, morns, mourns, turns, darns, 'dorns, thorns, corns, kerns.

RULE XXX.—When the consonant-combination *nst* or *ns* ends a word in which there is another consonant-sound, the whole combination is represented by a loop called the *nst-loop*. This loop is only used, however, with the straight-line consonant-signs. It is attached to them at the same place as *ns-circle*, and may be made light or heavy, like the *st-loop* or the *s-circle*.

EXERCISE LIII.

Containing words of five sounds—four consonant-sounds, the three being NST or NZD represented by the NST-LOOP, and a vowel or diphthong-sound coming after the first consonant-sound.

Pounced, bounced, danced, chanced, can't, 'gainst.

EXERCISE LIV.

Containing five words in which the NST-LOOP cannot be used, (preceding consonant-sign being a curve,) and in which, therefore, two long consonant-signs must be written with the ST-LOOP attached to the second.

Fenced, minced, lanced, rinsed, rounced.

RULE XXXI.—When a word containing two or more consonant-sounds commences with the sound *s* or *z*, the *s* or *z* is represented by the circle. The circle must be on the left of the perpendicular and inclined straight-line consonant-signs *b*, *t*, *d*, *ch*, and *j*, above the horizontals *k* and *g*, and on the

or concave side of all the curved consonant-signs, in the same manner as when it occurs at the end of a word.

RULE XXXII.—When a word commences with the sound *z*, followed by one or more consonant-sounds, the vowel-sign for the vowel-sound coming after the second consonant-sound must be written immediately after the second consonant-sign, (or before the third,) precisely as if the word did not commence with a circle: in short, according to Rules XVIII., X., and XX.

NOTE 1.—The student must bear well in mind that it is only when *s* or *z* is the first sound heard in a word, and in which there are other consonant-sounds, that a circle is used. In such words as *ask*, *kusk*, etc., the alphabetic sign for *s* is used, because, although *s* is the first consonant-sound in these words, it is preceded by a vowel-sound.

NOTE 2.—When the *s-circle* is prefixed to an *l* or *r-sign*, struck up, it is placed on the left or upper side of the *r-up-stroke*, and on the inner or concave side of the curved sign for *l*.

EXERCISE LV.

Retaining words of which the first sound is s or z, represented by the circle, the vowel-sound following the second consonant-sound, and the remainder of the consonant-outlines involving only such principles as have been previously explained. The words are separated into classes, by colons and dashes, according as those several principles are involved; the classes succeeding each other in the order in which the principles have been introduced.

lpa, spy, stay, stow, stye, slay, slow, sly, slough, snow, sky, scow :—ear, speech, speak, spare, spake, spar, spoke, spool, spook, spill, spick, ill, speck, spur, spill, spire, spike, spoil :—Sphere :—Smear, small, oke, smooth, smith, smell, smash, smack, smock, smile :—Sleep, sleeve, ok, slave, slake, slope, sloth, sloop, slip, slim, sling, sledge, slap, slam, sk, slack, slang, slop, slosh, sluff, slur, slush, slug, slung, slime, slouch :—Speer, sneak, snathe, snail, snare, snake, snath, snore, snip, snib, sniff, ck, snap, snatch, snack, snag, snob, snub, snuff, snug, snipe :—Scheme, spe, scale, scare, skein, scath, scar, scoff, scope, score, scoop, school, ip, skiff, skim, skill, sketch, scab, scotch, scum, skull, scowl, scour :—Spark, spank, sperm, spunk, smirk, stinged, stink, stanged, stunk, ipp, scarf, scorch, skelp, scalp, skulk, scurf, scourge, skunk :—Space, ice, spies, spouse, slays, sloes, slice, sloughs, sneeze, snows, snooze, skies, ows :—Spears, speaks, spares, sparse, spars, spokes, spools, spills, spells, ecks, spurs, spiles, spikes, spoils, spheres, smears, smalls, smokes, soother, smiths, smells, smacks, smocks, smiles, sleeps, sleeves, sleeks, ives, slakes, slopes, sloops, slips, slings, slaps, slabs, slams, slacks, slangs, tpe, stuffs, slurs, slugs, slimes :—Sneers, sneaks, snatches, snails, snares,

snakes, snath's, snaths, snores, snooks, snipe, snibs, sniffs, snic snacks, snags, snobs, snubs, snuffs, snugs, snipes:—Scheme scales, scarce, scares, skeins, scathes, scars, scopes, scores, scoop skips, skiffs, skims, skills, scabs, scums, skulls, scowls, scours: spansks, sperms, spunks, sphynx, smirks, slinks, scarps, scar sca/pa, sku/ks, scurfs, skunks:—Spaced, spiced, spoused, siced snoozed:—Spain, spawn, spoon, spin, span, spun, spine, sk skein, skin, scan:—Spain's, spawns, spoons, spina, spana, spin sounce, skins, scans:—Spurn, scorn:—Spurns, scorns.

RULE XXXIII.—If a word commences with the *sc* and if a vowel-sound immediately follows the *s* or *z*-s precedes the sound represented by the long consonant vowel-sign is written before the long consonant-sign, as it would be if there were no circle and no *s* or *z*. Thus, in the word *seat*, the vowel-sign is written just as if the word were *eat*, and the circle, though apparently covering it, is still read first.

NOTE.—The words are classified in the following Exercises as they were in the preceding one.

EXERCISE LVI.

Containing words of which the first sound is s or z, and if the vowel-sound being the second sound in the word, the vowel-sign must be written before the first long sign.

Seam, seat, seed, seethe, cease, seize, seal, zeal, seer, scene, safe, same, sate, sail, sane, sage, sake, salve, psalm, czar, sou sawn, sauce, saws, Saul, song, soap, Soph, sowed, sows, sole, zone, soak, soup, sooth, soothe, sous, soon, sip, sieve, sit, sick, sing, set, said, zed, saith, says, sell, sedge, sap, Sam, sash, sack, Zack, sag, sang, sap, sob, soph, sot, sod, Sol, sock, sun, such, suck, sung, soot, sight, side, scythe, sighs, sign, souse, sows, sour:—Sark, silk, singe, sink, zinc, self, sank, serif, serve, search, surge, circ, sunk:—Seams, seats, seer seals, seers, scenes, seeks, safes, saves, sates, sails, sakes, sail czars, Saul's, songs, soaps, soles, sores, zones, soaks, soups, sieves, sits, sills, since, sins, six, sings, sets, zeds, Seth's, sells, saps, Sam's, Sa's, Zack's, saga, sops, sobs, sots, sods, socks, suds, sirs, suns, sucks, sights, sides, scythes, sires, signs, soi. Sarks, su/ks, sinks, self's, selves, solves, su/ks, serfs, serv. Sixth:—Sixths:—Censed, sexed.

RULE XXXIV.—When a word commences with the consonant-combination *st* (or *zd*), followed by a vowel-sou

a turn followed by a consonant-sound, the *st* or *zd* is represented by the *loop*. The rule that applies to writing the *rel-signs* is then precisely the same as that for words commencing with the *s-circle* followed by a vowel-sound—(See *le XXXIII.*)

EXERCISE LVII.

Containing words that commence with the consonant combination st, written with the loop attached to the first consonant-sign following.

teep, stoop, step, stop, stab, stub, staff, stiff, Steve, stave, stove, steam, state, stote, stet, stout, steed, staid, stowed, stead, stud, stood, styed, ath, steal, stale, stall, stole, stool, still, style, steer, stare, star, store, stain, stone, stun, stitch, stage, stake, stalk, stoke, stook, stick, stack, k, stuck, stay, sting, stung :—Stinged, stealth, starve, starch,* stark, nch, storm, stench, stink, stunk :—Steeps, stoops, steps, stops, stabs, bs, staffs, stuffs, Steve's, staves, stoves, steams, stems, states, stoats, ds, studs, steals, stalls, stoles, stools, stills, styles, steers, stares, stars, es, stirs, stains, stones, stuns, stakes, stalks, stokes, stooks, sticks, stacks, ks, stags, stings :—Starves, storms, stern, Sterne's.

The *st-loop*, like the *s-circle*, when prefixed to the *l* or *r-sign*, struck up, is made on the *left* or *upper* side of the *r-up-stroke*, and on the *inner* side of the curved sign

CHAPTER III.

CONTAINING ALL THE MONOSYLLABLES OF THE ENGLISH LANGUAGE IN WHICH THE IMPROPER DIPHTHONG AND TRIPHTHONG SOUNDS OCCUR, AND WHICH INVOLVE NO OTHER PRINCIPLES THAN THOSE HERETOFORE EXPLAINED, TOGETHER WITH MONOSYLLABLES WHICH ARE WRITTEN WITHOUT THE CONSONANT-SIGNS.

RULE XXXV.—The improper diphthong-signs and improper triphthong-signs are written near the consonant-signs to which they belong, and are aspirated, according to the rules for writing the simple vowel-signs and the diphthong-signs.

NOTE.—The *w*, *y*, and *h*, are never considered or spoken of, in phonographic writing, as consonant-sounds, nor the signs for them as consonant-signs.

EXERCISE LVIII.

Comprising all the monosyllables in the English language containing the improper diphthong-sounds and the improper triphthong-sounds of the W-SERIES, the consonant-outlines of which are explained according to the principles explained from the commencement of Chapter I. to the end of Chapter II., inclusive.

Twa, (Scotch for two,) sway :—Weep, weave, weed, weal, wea, waif, wave, weight, weighed, weighs, wail, wear, wane, wag, wall, war, wash, walk, wove, Woad, woes, wore, woke, word, womb, wooed, woos, wit, withe, with, will, win, witch, wish, wing, web, wet, wed, well, wen, wedge, wag, wot, wad, watch, one, wood, wool, wipe, wife, wive, wight, wide, wise, wine :—Wheat, wheeze, wheel, when, wheys, whale, wher, whiff, whim, whit, whizz, which, whig, whet, when, whack, whop, what, whirr, white, while, whine :—Tweak, queer, qualm, quash, quoth, twill, twitch, twig, quip, quill, dwell, twang,

æ:—Waged, wasp, warp, warm, width, wisp, winch, witched, winged.
 æ, wept, webbed, wealth, welk, wench, wedged, watched, worm,
 th, work, wolf, wiped:—Wharf, wharve, whipped, whisk, whik,
 ælk, whelm, whelp, whanged, whopped, whirl:—Dwarf, twink, twelve.
 elph:—Warmth:—Twelfth:—Quake, quick, quack:—Twa's, (Scotch
 twos,) quire, twice:—Weeps, weaves, weeds, weans, weeks, waifs,
 es, weights, wades, wails, wears, wanes, wakes, walls, wars, walks,
 ps, woofs, wombs, wits, withes, wills, wince, wins, wicks, wigs,
 gs, webs, wets, weds, wells, wens, wax, wags, wots, wads, worse,
 s, ones, woods, woofs, wipes, wife's, wives, wights, wiles, wires,
 es:—Wheats, wheels, whales, whips, whiffs, whims, white, whigs,
 ts, whence, whacks, whangs, whops, whirs:—Whites, whies,
 nes:—Tweaks, queers, quails, quaffs, qualms, twills, twigs, quips,
 ls, dwells, quells, twangs, thwacks, quires:—Wasps, warps, warms,
 ths, wisps, winks, wealth's, welks, worms, worths, works, wolf's,
 res:—Wharfs, wharves, whisks, whizks, whelps, whelms, whelks,
 ls:—Dwarfs, twink, twelves, Guelphs:—Warmths:—Twelfths:—
 ces, quicks, quacks:—Twist, quizzed, quest:—Twists, quests:—
 ced, waxed, worst:—Worsts:—Twixt, Tween, twain, twin, twine,
 n, Quinn, Gwynn:—Twins, twines, queens, quince, Quinn's, Gwynn's:
 'arn, worn:—Warns.

EXERCISE LIX.

Containing words in which an improper diphthong-sound or triphthong-sound of the W-SERIES, comes after the second consonant-sound in the word, the first being s, represented by the circle.

puaw:—Squeal, square, squall, squash, squib, squab, squire:—Squeech,
 rm:—Squeak:—Squeeze, squaws:—Squeals, squares, squalls, squibs,
 ls, squabs, squires:—Squirms:—Squeaks:—Squeezed.

EXERCISE LX.

Containing words in which an improper diphthong-sound, or a triphthong-sound of the W-SERIES, comes immediately after the initial consonant-sound s, represented by the s-circle. The diphthong or triphthong-sign must be placed before the long consonant-sign, as by Rule XXXIII.

sweep, sweet, Swede, swayed, swathe, sways, swale, swear, swain,
 sh, swore, swoop, swoon, swim, swill, switch, swig, swing, sweat,
 Z, swam, swag, swang, swop, swab, swad, swan, swum, swung, swipe,
 ie:—Swarm, swarth, swinge:—Sweeps, sweets, Swedes, swathes,
 'es, swears, swains, swaths, swoops, swoons, swims, swills, swigs,
 gs, sweats, swells, swage, swops, swabs, swads, swans, swipes,
 es:—Swarms, swarths:—Sworn.

NOTE.—As the improper diphthong-sounds and the improper triphthong-sounds do not occur so frequently as the simple vowel-sounds and the proper diphthong-sounds, and as therefore the student does not meet them

so often, it is thought advisable to familiarize him with them by bringing to him, in the following Exercise, all of the words of the three lessons, classified, from colon to colon, with sole reference to diphthong-sounds or triphthong sounds in them.

EXERCISE LXI.

Containing all the words of the three preceding Exercises, reduced with sole reference to the order of the diphthong and triphthong sounds.

Weep, weeps, weave, weaves, weed, weeds, weal, wean, weeks, wheat, wheats, wheeze, wheel, wheels, wheen, tweal, queer, queers, tween, queen, queens, squeal, squeals, squeak, squeeze, squeezed, sweep, sweeps, sweet, sweets, Swede, Sway, waif, waifs, wave, waves, wait, waits, wade, wades, wails, wear, wears, wane, wanes, wage, wake, wakes, whales, where, quail, quails, waged, quake, quakes, twain, squares, swayed, swathe, swathes, sways, swale, swales, swain, swains:—Quaff, quaffs, qualm, qualms:—Twa, twa's, war, wars, wash, walk, walks, quash, wasp, wasps, warp, warps, wharf, wharfs, wharves, dwarf, dwarfs, warmth, squaw, squaws, squall, squalls, squash, swath, swaths, swarn, swarth, swarths, warn, warns:—Wove, woad, woes, wore, worn, swore, sworn:—Woop, whoops, woof, woofs, womb, wombs, swoop, swoops, swoon, swoons:—Quizz, wit, wits, with, with, will, wills, win, wince, wins, witch, wish, wick, wicks, wings, whip, whips, whiff, whiffs, whim, whims, whit, whigs, whig, whigs, twill, twills, twitch, twig, twigs, quip, quills, width, widths, wisp, wisps, winch, winged, wink, winks, whisk, whisks, whiff, whiffs, twink, twinkles, quick, quicks, quizzed, winced, twixt, twin, twins, Quinn, quince, Quinn's, Gwynn's, squib, squibs, squills, swim, swims, swill, swills, swigs, swing, swings, swinge:—Web, webs, wet, wets, wed, wells, wen, wens, wedge, whet, whets, when, whence, dwell, quell, quells, wept, webbed, wealth, wealth's, welk, welks, wedged, whelp, whelps, wheels, wheels, twelve, Guelph, Guelphs, twelfth, twelfths, quest, quests, squeal, swell, swells:—Wag, wags, wax, whack, whacks, whang, whangs, twangs, thwack, thwacks, whanged, quack, quacks, waxed, swags, swang:—Wot, wots, wad, wads, was, wan, watch, what, watched, whopped, squab, squabs, swop, swops, swad, swads, swan, swans:—Worse, one, once, ones, whirr, whirls, worth, worths, work, works, whirl, whirls, worst, worsts, squirms, swum, swung:—Wood, woods, wool, wools, wolf, wolves:—Twice, wipe, wipes, wife, wife's, wive, wives, wight, wights, wise, wile, wiles, wire, wires, wine, wines, white, White's, whine, whines, quire, quires, wiped, twine, twines, squire, squires, swipes, swine, swines.

EXERCISE LXII.

Comprising all the monosyllables in the English language containing an improper diphthong-sound of the Y-SERIES—the consonant-outlines being written according to the principles explained from the commencement of Chapter I. to the end of Chapter II.

Year, yean, Yale, yare, yarr, yawl, yawn, yore, yoke, youth, your, yet, yes, yell, yap, yam, yacht, yon, young:—Yark, York, yolk, yelp, yelk, yapped, yerker:—Years, yeans, Yates, yarrs, yawls, yawns, yokes, youth's, youths, yours, yells, yaps, yams:—Yachts:—Young's:—Yarks, Yorks, yolks, yelps, yelks, yerks:—Yarn, yearn:—Yarns, yearns.

EXERCISE LXIII.

Containing the words of the preceding Exercise, rearranged solely with reference to the order of the diphthong and triphthong-sounds.

Year, years, yean, yeans:—Yates, Yale, yare:—Yarr, yarrs, yark, yarks, yarn, yarns:—Yawl, yawls, York, Yorks, yawn, yawns:—Yore, yoke, yokes, yolk, yolks:—Youth, youth's, youths, your, yours:—Yet, yes, yell, yells, yelp, yelps, yelk, yelks:—Yap, yaps, yapped, yam, yams:—Yacht, yachts, yon:—Young, Young's, yerker, yerks, yearn, yearns.

EXERCISE LXIV.

Containing all the monosyllables in the English language written in Phonography without consonant-signs. The first eleven words, from "he" to "why" inclusive, are written above the line; the next nine, from "a" to "yea" inclusive, on the line, and the last six, from "ah" to "you" inclusive, are written a little below the line.

He, awe, haw, I, high, hoy, we, ye, yaw, Wye, why:—A, hay, oh, hoe, eh, way, whey, wo, yea:—Ah, ha, who, how, woo, you.

CHAPTER IV.

CONTAINING ALL THE MONOSYLLABLES OF THE ENGLISH LANGUAGE WHICH COMMENCE, WHEN WRITTEN IN PHONOGRAPHY, WITH THE *pl* AND *pr*, OR WITH THE *spl* AND *spr*-SERIES OF CONSONANT-SIGNS, AND WHICH INVOLVE ONLY SUCH OTHER PRINCIPLES AS HAVE BEEN ALREADY EXPLAINED.

RULE XXXVI.—When the consonant-sound *l* is the second sound in a word, and immediately follows another consonant-sound which begins a word, (no vowel-sound going before or coming between them,) as in the words *play*, *cloy*, etc., the two consonant-sounds form a close consonant combination, and the *l*-sound, instead of being written by its proper alphabetic sign, is represented by the *l*-hook attached to the alphabetic sign which represents the first consonant-sound. The *l*-hook is made at the beginning of the alphabetic consonant-sign to which it is attached, and is actually written before the alphabetic sign, although the *l*-sound which it represents is heard after the other consonant. It occupies the same position as the *s*-circle at the beginning of words, namely, at the right hand of the inclined and perpendicular signs and above the horizontals.

NOTE.—The only consonant-sounds with which the *l* enters into combination at the beginning of words, in English, so that the above rule applies, are *p*, *b*, *f*, *k*, and *g*, making the combinations *pl*, *bl*, *fl*, *kl*, and *gl*. These combinations occur elsewhere than at the commencement of words, and are then represented by the *l*-hook-signs, in certain other cases which will be pointed out in subsequent rules,—chiefly, however, in words of more than one syllable, which are not under consideration here.

EXERCISE LXV.

Containing most of the monosyllables of the English language beginning with the PL-SERIES of consonant-signs, and which involve only such other principles as have been heretofore explained.

Plea, play, ply, plough, blow, flee, flay, flaw, flow, fly, Floy, clay, claw, oy, Clough, glee, glow :—Plague, pledge, plash, plum, plush, pluck, ug, blear, bleach, bleak, blame, Blair, Blake, bloom, black, blotch, ock, bluff, blur, blithe, fleam, flame, flail, flair, flake, floor, flip, flitch, og, flegm, fledge, flesh, flap, flam, flash, flag, flop, flock, flog, flush, flung, ur, cleave, clear, clave, claim, cloth, clove, clothe, clip, cliff, cling, clef, ip, clam, clang, club, clutch, clung, climb, glebe, gleam, glaive, glare, obe, gloam, gloom, glib, glyph, glove, glum :—Plank, bliuk, blank, ich, flank, clinged, cliuk, clank, clerk :—Please, place, plays, plus, es, ploughs, blaze, Bloss, blows, blouse, bliss, bless, fleece, flees, flays, ss, flaws, flows, flies, clays, class, clause, close, close, cloy, glees, glaze, ss, gloss, glows :—Plagues, plums, plucks, plugs, blears, blames, Blair's, ake's, blooms, blacks, blocks, bluffs, blurs, fleams, flames, flails, flares, kes, floors, flips, flings, flaps, flax, flags, flops, flocks, flogs, flux, flours, aves, clears, claims, cloth's, cloths, cloves, clothes, clips, cliffs, clings, clefs, ps, clams, clangs, clubs, climbs, glebes, gleams, glaives, glares, globes, ams, glooms, glibs, glyphs, gloves :—Planks, bliuks, blanks, flanks, nks, clanks, clerks :—Flask, clasp :—Flasks, clasps :—Pleased, placed, ized, blast, blessed, fleeced, closed, classed, glazed, glassed, glossed :—asts :—Plane, plan, blown, flown, Flynn, clean, clan, clown, glean, glen : Planes, plans, Flynn's, flounce, cleans, cleanse, clans, clowns, gleans, unce, glens :—Cleansed, glanced.

RULE XXXVII.—When the consonant-sound *r* is the second ūnd in a word, and immediately follows another consonant-und which begins the word, (no vowel-sound going before coming between them,) as in the words *pray*, *cry*, etc., the o consonant-sounds form a close consonant-combination, (as in e similar case of the *l* in the preceding rule,) and the *r*-sound, stead of being written by its proper alphabetic sign, is reprented by the *r*-hook attached to the alphabetic sign which represents the first consonant-sound. The *r*-hook is, like the book, made at the beginning of, and is written before the onsonant-sign to which it is attached, though it is read after

It is made on the side opposite to that occupied by the book, namely, to the left hand of the inclined and perpendicular consonant-signs and between the horizontals.

NOTE.—The consonant-sounds with which *r* enters into combination the beginning of words, in English, so that the above rule applies, are *b*, *f*, *t*, *d*, *th*, (light,) *sh*, *k*, and *g*, making the combinations *pr*, *br*, *fr*,

tr, dr, thr, shr, kr, (cr,) and *gr*. The rules relating to these combinations elsewhere than at the commencement of words, will be given in proper places.

NOTE 2.—The words in the following exercises continue to be divided into classes by colons and dashes, according to the order in which several principles involved in the method of writing them, have been successively introduced, in the preceding part of this work.

EXERCISE LXVI.

Containing most of the monosyllables of the English language beginning with the PR-SERIES of consonant-signs, and which involve such other principles as have been heretofore explained.

Pray, pro, pry, prow, bray, braw, brow, free, fray, fro, fry, fre, tray, trow, try, Troy, dray, draw, dry, three, throw, through, craw, crow, cry, gray, grow:—Preach, prayer, Prague, prong, proo, prim, prick, prig, prog, prime, prowl, brief, breve, breathe, break, brail, break, broth, brawl, broach, broke, brogue, broom, brim, bridge, brick, brig, bring, breath, brag, brush, brook, broil, freal, frail, froth, frith, frill, fresh, from, frock, frog, trail, trough, troop, troll, troop, trip, trim, trill, trick, trap, trash, track, trull, trudge, tripe, tribe, dream, drear, drape, drail, drake, drawl, drove, drol, drip, drill, dredge, dreg, drab, dram, drag, drop, drub, drum, drug, drive, drouth, thrall, throng, throve, thrill, thresh, thrash, thrum, thrush, thrive, shrieve, shriek, shrove, shrill, shrub, shruf, shrive, creep, cream, creel, crape, crave, crawl, chrome, croup, cram, crash, crop, crotch, crumb, crutch, crush, crime, grief, griev, grave, grope, grove, growth, group, groove, grip, grim, grill, gruff, grum, grudge, gripe, grime, growl:—Pronged, prank, brin, trunk, drink, drank, shrink, shrank, shrunk:—Praise, prose, prize, prows, breeze, brace, brays, brass, brose, Bryce, browse, freeze, frays, froze, friz, fries, frows, trees, trace, trays, Trow, truss, trice, tries, Troy's, drays, dross, draws, dress, dries, drowse, Thrace, throws, thrice, crease, crays, cross, craws, crows, cress, grease, grease, grace, graze, grass, gross, grows, grouse:—Prayers, proofs, proves, primes, pricks, prigs, primes, prowls, briefs, breves, braves, brails, breaks, broths, brawls, brogues, brooms, brims, brigs, brings, breaths, brags, brooks, broils, freaks, frames, froth, frocks, frogs, traipse, trails, troughs, tropes, troths, trolls, troop, trim, trills, tricks, traps, tracks, trulls, trucks, tripes, tribes, drapes, drails, drakes, drawls, droves, drolls, droops, drips, drills, drabs, drams, drags, drops, drubs, drums, drugs, drives, drouths, throngs, thrills, throbs, thrums, thrives, shrieves, shrieks, shrubs, shrugs, shrives, creeps, creams, creels, crape, craves, crawls, cribs, crabs, crams, crops, crumbs, crimes, griefs, grieves, grapes, gropes, groves, growths, groups, grooves, grips, grills, grabs, grubs, grimes, growls:—Pranks, brinks, franks, trunks, drinks, shrink, frisk, crisp, grasp:—Brisks, frisks, crisps, grasps:—Priest, praised, pressed, priced, prized, breezed, braced, brazed, brassed, breast, bi

used, frost, frizzed, traced, trist, tressed, trust, triced, dressed, drowzed, **ust**, creased, crazed, crossed, crest, crust, Christ, greased, graced, **zed**, grassed, grist:—**Priests**, breasts, frosts, trusts, thrusts, crests, **ists**, Christs, grists:—**Traipsed**:—Prawn, prone, brain, brawn, bran, **ne**, brown, frown, train, drain, drawn, drone, drown, throne, shrine, **me**, crone, crown, green, grain, grown, grin, groin:—**Prawns**, prince, **ains**, brawns, brans, bronze, brines, browns, frowns, trains, trance, **unce**, drains, drones, drowns, thrones, shrines, cranes, crones, crowns, **cons**, grains, grown, grins, groins:—**Bronzed**, tranced, trounced.

EXERCISE LXVII.

Containing the remaining monosyllables of the English language, written with the PL and PR-SERIES of consonant-signs, and which involve only such other principles as have been heretofore explained, consisting of those in which another long consonant-sign, running in the same direction, follows the hook-sign.

Blab, clique, cloak, click, clack, clock, cluck:—**Blabs**, cliques, cloaks, **blaks**, clacks, clocks, clucks:—**Prop**, bribe, creak, croak, crick, crack, **rock**, crook, Gregg, grog:—**Props**, bribes, creaks, croaks, cricks, cracks, **rocks**, crooks, Gregg's, grogs:—**Clog**, probe, crag:—**Clogs**, probes, **logs**.

RULE XXXVIII.—When a monosyllable begins with the sound *s*, and is immediately followed by a consonant-combination which would otherwise be represented by one of the *l-hook* series of consonant-signs, the initial *s-sound* is represented by a small circle folded within the *l-hook*, and a little flattened, so as to make room for it in that position. In writing, the circle is first made, and the pen is then carried from it and brought round in such a manner as to form the hook next, and the long consonant-sign last. These triple consonant-signs are called the *spl-series* of consonant-signs.

EXERCISE LXVIII.

Containing all the monosyllables of the English language in which use is made of the SPL-SERIES of consonant-signs, and which involve only such other principles as have been already explained.

Splash:—**Splice**:—**Spliced**:—**Spleen**:—**Spleens**.

RULE XXXIX.—When a monosyllable begins with the sound *s*, and is immediately followed by a consonant-combination which would otherwise be represented by one of the *hook* series of consonant-signs, the initial *s-sound* is repre-

sented by making the *r-hook*, at the beginning of the long consonant-sign, into a circle, so that the combination *spr* in *sp* is written precisely like *sp* in *spy*, and *skr* in *scrip* like the *k* in *skip*, except that the circle is upon the opposite side of the long consonant-sign representing the *p* or *k*. In writing, the circle is made first, just as the proper *s-circle* is, at the beginning of a word, and the long sign afterward. The triple consonant-signs of this class are called the *spr-series* of consonant-signs.

EXERCISE LXIX.

Containing all the monosyllables of the English language, in which use is made of the SPR-SERIES of consonant-signs, and which involve only such other principles as have been already explained

Spree, spray, spry, stray, straw, strow :—Sprague, sprawl, sprig, sprig, sprang, sprung, strip, strap, strop, stripe, strife, strove, strive, stroll, stretch, streak, stroke, struck, strike, strong, string, strang, strascrape, scrap, scrub, scribe, scruff, scream, scrawl, scroll, screech, scratch Strength :—Scream, scrag, scrog :—Sprees, sprays, strays, straws, strows Sprague's, sprawls, sprigs, springs, strips, straps, strops, stripes, strives, streams, strolls, streaks, strokes, strikes, Strong's, strings, scrag scrips, scraps, scrubs, scribes, scruffs, screams, scrawls, scrolls :—Strongt —Screaks, scrags, scrogs :—Stressed :—Sprain, strain, strown, screen Sprains, strains, screens.

CHAPTER V.

CONTAINING RULES AND EXERCISES ILLUSTRATING THE METHOD OF WRITING ALL THE MONOSYLLABLES OF THE ENGLISH LANGUAGE IN WHICH USE IS MADE OF THE HALF-LENGTH CONSONANT-SIGNS.

RULE XL.—When a monosyllable contains two consonant-sounds, the *last* of which is the sound of *t* or *d*, either of these sounds (*t* or *d*) is expressed by writing the *first* consonant-sign in the word *half its usual length*. If the vowel-sound or diphthong-sound comes *between* the two consonant-sounds, the vowel-sign or diphthong-sign is placed *after* the half-length consonant-sign, that is, *on the right of it*, if it is perpendicular or inclined, and *below* it, if it is horizontal; but if the vowel or diphthong-sound comes *before both* consonant-sounds, the vowel or diphthong-sign is placed *before* the half-length consonant-sign, that is, *on the left of it*, if it is perpendicular or inclined, and *above* it, if it is horizontal. Three positions are assumed for the vowel-signs, that is, at the beginning, middle, and end of a half-length consonant-sign, in the same manner as if it were full length.

NOTE.—The context will always determine for the reader, whether a half-length *f* is intended for *ft* or *fd*, a half-length *k* for *kt* or *kd*—that is, whether a word is intended for *feet* or *feed*, *fate* or *fade*, *coat* or *code*, etc., etc.

RULE XLI.—Rule VIII., which states that when a word has only one horizontal consonant-sign, it is written above the line, if the vowel-sign is a first-place one, and otherwise on the line, together with the note on the eighth page, which extends this rule to all consonant-outlines composed of horizon-

tal consonant-signs, not only applies to the horizontal length consonant-signs as well, but is so extended as to include half-length consonant-signs. The reason of this is, half-length consonant-sign, even when perpendicular, inclined, does not *fill* the space of the line of writing, and be placed either at the top or bottom of it; it goes, then, at the top, if the vowel-sign is a first-place one; otherwise at the bottom.

EXERCISE LXX.

Containing words of two consonant-sounds represented by a half-length consonant-sign—the vowel in some words coming between and in others preceding both consonants.

Feet, feed, fate, fade, fought, food, fit, fid, fed, fat, foot, fight, aft, haft, hooped, heft, huffed, waft, whiffed:—Vote, vat, vied, void, vowed, heaved, halved, hived, weaved, waved, wived:—Teat, taught, tote, tow, tit, Ted, tot, Todd, tut, tight, tied, toyed, twit:—Deed, date, doat, debt, deal, dad, dot, Dodd, died, doit, doubt, Dwight:—Thawed:—That:—East, iced, oust, haste, hast, host, hissed, hoist, wist, west, wast, whist, yeast:—Eased, nozed, hazed, housed, wheez, whizzed:—Sheet, shade, shoot, showed, shoot, shoed, shed, shad, shod, shut, should, shied, shout, hashed, hushed, washed, wished:—Key, Kate, Cade, caught, cawed, coat, code, coot, cood, kit, kid, cat, cad, cod, cut, cud, could, kite, coit, coyed, cowed, eked, ached, hawked, yok, hacked, houghed, hooked, quote, quit, quid, quod, quite, waked, walk, wicked, whacked:—Gate, gaud, goat, goad, get, gad, got, god, gut, guide, gout, egged, hugged, wigged, wagged.

EXCEPTION TO RULE XL.—The consonant-signs *m*, *l*, *r*, and *n*, when made half-length and *light*, represent *mt*, *lt*, *rt*, and *nt*; but they are made half-length and *heavy* to represent *md*, *rd*, and *nd*. The rules for striking the full-length *l* and *up* or *down*, apply here to the light signs only.

EXERCISE LXXI.

Containing words of two consonant-sounds represented by the half-length m, l, r, or n, made light or heavy according as the first consonant-sound in the word is t or d—the vowel in some words coming between, and in others preceding both consonants.

Meet, mate, moat, moot, mit, met, mat, might, humped:—Mead, maud, Maud, mode, mood, mid, mad, mud, mowed, aimed, hymned, hummed, hummed, wombbed, whimmed, yammed:—Leet, late, lit, let, lot, fig, lont, ult, halt, holt, hilt, wilt, welt:—Lead, lade, laud, load, lid, led, lud, Lud, lied, Lloyd, loud, ailed, awled, old, oiled, healed, haled, hauld,

h, held, hulled, howled, wield, wailed, walled, willed, weld, wooled,
w, wheeled, whaled, whiled, yield, yawled, yelled :—Rate, wrought,
r, root, writ, rat, rot, rut, write, rout, art, heart, hurt, wart, wort :—
r, rayed, road, rood, rid, red, rod, ride, eared, aired, oared, haired,
h, board, heard, hired, weird, ward, word, wired, whirred, yard :—
n, nought, note, knit, net, gnat, not, nut, night, knout, aunt, ant, oint,
h, hint, hunt, want, Windt, went, wont :—Need, neighed, gnawed,
e, Ned, nod, awned, owned, end, and, honed, hand, hind, hound,
w, waned, waned, wound, wind, wend, wand, wind, wound, whined,
y, yawned.

RULE XLII.—When the sound *s* or *z* is added to the class words contained in the two preceding exercises, it is represented by the circle *s* at the end of the half-length consonant-sign. The words are vocalized according to Rule XL., if there were no circle at the end.

EXERCISE LXXII.

Containing words written with a half-length consonant-sign and a circle at the end—the vowel or diphthong in some cases coming after, and in other cases before, the first consonant.

Feats, feeds, fates, fades, fits, fids, fats, foots, fights, hafts, hefts, wafts :
Votes, vats, voids :—Teats, totes, toads, toots, tits, teds, tots, tods,
ts, tight's, tides, Tweed's twits :—Deeds, dates, doats, debts, dad's, Dodd's,
ds, duds, doits, doubts, Dwight's :—Thoughts :—Ousts, hastes, hosts,
ists, wastes, wists, West's, whists :—Sheets, shades, shoats, shoots, sheds,
ads, shots, shuts, shouts :—Keats, Kate's, Cade's, coats, codes, coots, kits,
ks, cats, cads, cots, cods, cuts, cuds, kites, coits, quotes, quits, quids,
gods :—Gates, gauds, goats, goads, gets, gads, gods, guts, goods, guides,
mts :—Meets, mates, moats, moots, mits, mats, mites :—Meads, maids,
modes, moods, muds :—Leets, lets, lots, lights, louts, halts, Holt's, hilts,
lalts, wilts, welts :—Leads, lades, lauds, loads, lids, leads, lads, Lud's,
loyd's, holds, wields, welds, wilds, yields :—Rates, roots, writs, rats, rots,
rts, writes, routs, arts, hearts, hurts, warts, worts :—Reads, roads, roods,
rds, reds, rods, rides, boards, herds, weirds, wards, words, yards :—Neats,
nunts, notes, knits, nets, gnats, knots, nuts, nights, knouts, oints, haunts,
nts, hunts, wants :—Needs, nodes, Ned's, nods, ends, ands, bands, hinds,
wounds, wounds, winds, wends, wands, winds :—Midst,* waltzed.*

* These two words are written with the *st-loop* at the end of the half-length consonant-sign.

EXERCISE LXXIII.

Containing words which end in two consonant-sounds, the which is T or D; and which, when written in Phonograp therefore in a half-length consonant-sign representing the last consonant-sounds, which is preceded by one or more consonant-signs.

Moped, mapped, mopped, topped, tipped, tapped, topped, typed leaped, loped, looped, lipped, lapped, lopped, reaped, raped, ripped, rapped, nipped, napped, chipped, chapped, chopped, shipped, shopped, caped, coped, cooped, kept, capped, copped, quipped, gaped, hasped, helped, harped, warped, whelped, y Fibbed, fobbed, mobbed, daubed, dabbed, dubbed, lobed, robbed, robbed, rubbed, nibbed, nabbed, knobbed, knubbed, jibbed, jibed, cobbed, cubbed, gabbed, gobbed, orbed:—Puffed, buffed, feoffed, fided, miffed, muffed, theft, laughed, loft, loafed, lift, le reefed, raft, roofed, rift, rest, roughed, knifed, chafed, chaffed, sl coughed, cuffed, coifed, quaffed, gift:—Paved, moved, dived, leaved, laved, lived, loved, lived, reeved, raved, roved, rived, shaved, shoved, caved, coved, wharved:—Pimped, pumped, vamped, mumped, tempt, tumped, damped, dumped, thumped, lumped, ramped, romped, rumped, champed, chumped, jumped, —Palmed, beamed, balmed, boomed, bombed, famed, foamed, mummmed, teemed, tamed, tomed, tombed, timed, deemed, domed, dimmed, dammed, thumbmed, lamed, loamed, loomed, limbed, limes, reamed, roamed, roomed, rimmed, rammed, rhymed, name ed, chummed, chimed, gemmed, jammed, shammed, calmed, qualmed, gamed, gummed, armed, harmed, helmed, warmed, whe/med:—Lathed, earthed:—Bathed, lathed, loathed, v writhed:—Poult, pelt, bolt, built, Belt, fault, felt, vault, malt, n melt, tilt, dolt, dwelt, lilt, knelt, jolt, jilt, colt, kilt, quilt, guilt:—paled, palled, polled, pulled, piled, baled, balled, bold, built field, failed, fold, fooled, filled, felled, fullled, filed, fowled, veiled, mailed, mauled, mould, milled, mulled, miled, moiled, tailed, to tiled, toiled, twilled, doled, dulled, dwelled, lollled, lulled, railed, rolled, rilled, roiled, kneeled, nailed, nolled, knelled, child, keeled, called, cold, cooled, killed, culled, cowled, quailed, quelled, galled, gold, gild, geld, gulled, guiled, hurled, whirle port, pert, burt, mart, tart, dart, dirt, thwart, chart, shirt:—paired, pard, poured, beard, bared, bard, bird, board, feared, fa furred, fired, veered, marred, moored, mired, tarred, toward, tire dead third word word word word word word word word word word

fashed, mashed, dished, dashed, rushed, gnashed, cashed, quashed,
 , gushed :—Rouged, piqued, poked, picked, pecked, packed,
 , piked, beaked, baked, balked, becked, hacked, bucked, booked,
 i, mucked, talked, ticked, tacked, tucked, tweaked, decked,
 , ducked, dyked, thwacked, reeked, raked, ricked, wrecked,
 , rocked, rucked, rooked, nicked, necked, knocked, cheeked,
 i, choked, checked, joked, shocked, asked, inked, barked, husked,
 i, worked, whisked, yarked, yerked :—Pigged, pegged, pugged,
 l, bagged, bogged, bugged, fagged, fogged, mugged, tagged, togged,
 , twigged, digged, dogged, rogued, rigged, ragged, rugged, jiggled,
 l, jogged, juggled :—Gu/ped, barbed, bul/bed, curbed, garbed,
 , shelled, gulphed, dwarfed, delved, carved, curved, farmed, formed,
 l, charmed, shelved, parched, porched, perched, belched, birched,
 , marched, barged, bulged, bulged, forged, dirged, charged, gorged,
 , pinked, barked, banked, burked, bunked, forked, funked, mark-
 ked, dirked, twinked, thanked, larked, linked, ranked, chinked,
 ed, jinked, junked, shanked, sharked, shirked, carked, corked,
 :—Basked, busked, masked, tasked, lisped, rasped, risked, rusked,

EXERCISE LXXIV.

*ining words of the same forms as those in the preceding Exer-
 except that they are followed by the sound of s or z, which is
 esented by the s-circle attached to the final half-length conso-
 t-sign.*

its, lofts, lifts, rafts, rifts, refts, shafts, shifts, gifts :—Tempts :—Poults,
 volts, belts, faults, felts, vaults, malts, molts, milts, melts, tilts, dolts,
 lts, jilts, colts, kilts, guilts :—Builds, fields, folds, moulds, child's,
 golde, gilds, gelds :—Parts, ports, burts, marts, tarts, darts, dirts,
 a, charts, shirts :—Pards, beards, bards, birds, boards, fords, towards,
 thirds, nards, cards, cords, curds, guards, gourds, girds, duets.

EXERCISE LXXV.

*ining, up to the colon, words having three consonant-sounds,
 last two represented by a half-length consonant-sign and the
 t by the s-circle. From the colon to the end, the words have
 r sounds—the last also being represented by the s-circle. The
 el-sound comes after the second consonant-sound, and is writ-
 after the half-length consonant-sign, precisely as it would be
 Rule XL., if the two sounds represented by it were the only
 onant-sounds in the word.*

ed, spade, spit, sped, spat, spot, spite, spied, spout, smote, smit,
 smite, sleet, slate, slayed, slit, slid, sled, slat, slut, slight, slide,
 d, snout, skate, skit, skid, scat, Scot, scut, scud, scout, scowed, squat,
 skewed :—Speeds, spades, spits, spats, spots, spites, spouts, smuts,
 , sleet, slotes, Slade's, slits, sleds, slats, sluts, slight, slides, snouts,
 , skits, skids, scats, Scots, scuts, scuds, scouts, squats, squads.

EXERCISE LXXVI.

Containing words having five sounds—four consonant-sounds, the first of which is represented by the s-circle, the second by a long consonant-sign, and the last two by a half-length consonant-sign—the vowel or diphthong-sign coming after the full-length consonant-sign. Seven words have the addition of the s-sound represented by the s-circle, and twelve have two long consonant-signs.

Spilt, spelt, spoilt, spooled, spilled, spelled, spiled, spoiled, sport, spit, speared, spared, sparred, spurred, spoked, specked, spiked, spored, smoothed, smart, smeared, smelt, smelled, smiled, smashed, smoked, smacked, steeped, sloped, slooped, slipped, slept, slapped, stopped, stibbed, stuffed, sleeved, slaved, slumped, slammed, slimed, slurred, slouched, sledged, snipped, snapped, snibbed, snobbed, snubbed, sniffed, snuffed, sneered, snared, snored, snatched, sneaked, snaked, snicked, snaged, snugged, scaped, scoped, scooped, skipped, scabbed, squibbed, squabbed, scoffed, skiffed, scamped, schemed, skimmed, scummed, scathed, scaled, scald, scold, schooled, skilled, sculled, scowled, squealed, squalled, scared, scarred, scored, scoured, skewered, squared, squired, sketched, scotched, squashed :—Sports, spirts, smarts, smelts, snifts, scalds, scolds :—Skelped, scalped, scurfed, squirmed, scorched, squeched, scourged, sparked, spanked, spunked, smirked, skunked.

EXERCISE LXXVII.

Containing words in which, when written in Phonography, the first consonant-sign is the s-circle and the second a half-length consonant-sign, or the second a full-length and the third a half-length consonant-sign—the vowel-sound immediately following the initial s-sound, and the vowel-sign being written before the half-length or full-length consonant-sign to which the initial s-circle is joined.

Soaped, sipped, sapped, sopped, supped, swooped, swept, swopped, swiped, sobbed, swabbed, soft, sift, swift, saved, salved, sieved, swamped, seemed, psalmed, summed, swimmied, seethed, soothed, swathed, ceased, sauced, zest, soused, seized, sized, salt, Soult, Celt, swelt, sealed, sailed, sold, silled, celled, soiled, swaled, swilled, swelled, sort, seared, sword, surd, sired, soured, sward, saint, zoned, cent, sinned, send, sand, sunned, signed, sound, swooned, switched, sieged, sedged, sashed, swashed, soaked, sect, sacked, socked, sucked, sagged, swigged :—Singed, zinced, solved, searched, served, surged, swarmed, swunged :—Sifts, swifts, salts, Celts, swelts, sorts, swords, surds, swards, saints, cents, sends, sands, sounds, zounds, sects.

RULE XLIII.—When a consonant-combination which would otherwise be represented by one of the *n-hook* series of consonant-signs is followed by a final *t* or *d*, the *t* or *d* is represented by making the *n-hook-sign* half-length, the *t* or *d* added by

half-length principle being always read last, *except* the *l* *s* or *z* represented by the circle, which is, in all cases, read last of all, as in the instance provided for in the following *es*. The hook *may* be a little thickened when a *d*-sound is added, though this is not attended to in rapid writing.

RULE XLIV.—When a combination of consonants which would otherwise be represented by one of the *n-hook* series of consonant-signs, made half-length, is followed by a final *s* or *ound*, the *n-hook* is converted into a circle, occupying the same place as the *ns* or *nz-circle*. The consonant-sounds following that which is represented by the alphabetic consonant-sign are then read in the order, *nts* or *ndz*, as in the words *tints*, *binds*.

EXERCISE LXXVIII.

Maintaining words which are written with the N-HOOK series of consonant-signs made half-length for the addition of T or D.

Paint, pained, pawned, pinned, pent, penned, pant, pond, punt, punned, pit, pined, point, pound, baned, boned, bent, bend, band, bond, bunt, bid, bound, fiend, faint, feigned, fawned, finned, fenned, fanned, font, fid, fund, find, fount, found, veined, vaunt, vent, vend, moaned, mint, ant, mend, manned, mind, mount, mound, taint, taunt, toned, tuned, tit, tent, tend, tanned, twined, deigned, daunt, dawned, dint, dinned, dit, denned, donned, dunned, dined, thinned, leaned, lawned, loaned, tin, find, lent, lend, land, lined, lount, rained, rent, rend, rant, rind, ind, horned, warned, yarned, yearned, 'noint, chained, chaunt, jaunt, it, joint, joined, shinned, shunned, shined, caned, kenned, cant, conned, id, coined, count, quaint, quint, gained, gaunt, gowned:—Spawned, oned, spinned, spent, spend, spanned, slant, skinned, squint, scant, nned.

EXERCISE LXXIX.

Maintaining words which are written with the N-HOOK series of consonant-signs first made half-length for the addition of T or D, after which the hook is converted into a circle for the addition of a final s or z, to be read according to Rules XLIII. and XLIV.

Paints, pends, pants, ponds, punts, pints, points, pounds, bents, bends, ids, bonds, bunts, binds, bounds, fiends, faints, fends, fonts, funds, finds, nts, vaunts, vents, vends, mints, mends, minds, mounts, mounds, taints, nts, tints, tents, tends, daunts, dints, dents, lints, lents, lends, lands, its, rends, rants, rinds, rounds, 'noints, chaunts, chintz, jaunts, gents, nts, cants, kinds, counts:—Spends, slants, squints.

EXERCISE LXXX.

Containing seven words, which are written with a full-length nant-sign, followed by one of the N-HOOK series of consonant-signs, made half-length for the addition of T or D, with a vowel coming after the full-length consonant-sign.

Burnt, burned, mourned, turned, darned, 'dorned, thorned.

EXERCISE LXXXI.

Containing words which are written with the L-HOOK series of consonant-signs, made half-length to represent the addition of D.

Plead, plate, played, plead, platt, plaid, plot, plod, plight, plied, ed, bleat, bleed, blade, bloat, blowed, bled, blot, blood, blight, fled, flawed, float, flowed, flit, fled, flat, flood, flight, Floyd, flayed, clawed, clewed, clad, clot, clod, cloyed, clout, cloud, gleat, glow, glowed, glued, glad, glut, glide :—Pleads, plates, plats, plods, plights, bleats, bleeds, blades, bloats, blots, bloods, blights, floats, flits, flats, floods, flights, flouts, Floyd's, cleats, clots, clod clouds, gleets, glades, gloats, glads, gluts, glides.

EXERCISE LXXXII.

Containing words which are written with the R-HOOK series of consonant-signs, made half-length to represent the addition of D.

Prate, prayed, Pratt, pride, prout, proud, breed, braid, broug, brood, Britt, bread, brat, brad, bright, bride, browed, fried, fre, ed, fraught, fraud, fret, Fred, fright, fried, treat, treed, trait, tread, trot, trod, trite, tried, trout, dread, dried, drought, throat, thread, shrewd, shred, shroud, creed, crate, crowed, crout, crowd, greet, grate, grade, goat, grit, grot, grout :—Prate, prides, breeds, braids, broods, Britt's, breads, brats, brads, freigh, frets, Fred's, frights, treats, traits, trades, treads, trots, trout, droughts, throats, threats, threads, shreds, shrouds, creeds, crate, groets, grades, goats, grots, grouts.

EXERCISE LXXXIII.

Containing words beginning with one of the L-HOOK series of consonant-signs, and ending with a half-length consonant-sign, with a vowel-sign coming between them. The last word has the vowel-sign of the s-circle.

Plumped, plumbed, plashed, plucked, plagued, plugged, bluffed, bloomed, blunt, bleared, blurred, bleached, blotched, blacked, flipped, flapped, flopped, flamed, flailed, flared, floored, floured, fleshed, flashed, flushed, flaked, flocked, flagged, flogged, clipped, clubbed, cleft, cleaved, clamped, clumped, claimed, clammed,

cleared, clutched, globed, gloved, gleamed, gloamed, glared :—
 , blinked, finched, flanked, flunked, clerked, clinked, clanked :
 ed :—Blurts.

EXERCISE LXXXIV.

ing words beginning with one of the R-HOOK series of consonant-signs, and ending with a half-length consonant-sign, with a -sign coming between them. The last three words have the ion of the s-circle.

l, primped, prompt, primmed, primed, prowled, preached, pricked, briefed, braved, broomed, brimmed, breathed, brailed, , breached, broached, breeched, bridged, brushed, bricked, , bragged, framed, frothed, frilled, frocked, frogged, troped, tripped, trapped, tribed, tramped, trumped, trimmed, trailed, rilled, trulled, trudged, tricked, tracked, trucked, draped, drooped, dropped, dribbed, drabbed, drubbed, dreamed, drummed, drawled, drolled, drilled, dredged, drudged, dragged, drugged, l, thrummed, thrift, thrived, thralled, thrilled, threshed, thrashed, l, shrived, shrimped, shrieked, shrugged, creeped, craped, croopt, cropped, cribbed, craft, craved, crimped, cramped, crumped, , crammed, crumbed, crawled, crotched, crutched, crashed, crush-ed, groped, grouped, gripped, griped, grabbed, grubbed, graft, graved, groved, grooved, grilled, growled, grudged :—Pranked, trunked :—Brisked, frisked, crisped, grasped :—Prompts, tracts, afts.

EXERCISE LXXXV.

ing words written with the L-HOOK series of consonant-signs, a final N-HOOK, and made half-length for the addition of T together with the pluralized forms of the same.

planed, plant, planned, blent, blend, bland, blond, blunt, blind, int, cleaned, clanned, gleaned, gland :—Plaints, plants, blends, blunts, blinds, flaunts, flints, glands.

EXERCISE LXXXVI.

ing words written with the R-HOOK series of consonant-signs, a final N-HOOK, and made half-length for the addition of T together with the pluralized forms of the same.

brained, brawned, Brent, Brandt, brand, brunt, brined, browned, ont, frowned, trained, Trent, drained, droned, drowned, throned, crowned, greened, grained, grant, groaned, grinned, grand, grunt, oined, ground :—Prints, Brent's, Brandt's, brands, brunts, friends, ants, grunts, grinds, grounds.

EXERCISE LXXXVII.

Containing words written with half-length consonant-signs pre by the ST-LOOP, the vowel-sound coming after the initial st-so and being written before the half-length consonant-signs.

Steeped, stooped, stepped, stopped, stabbed, stubbed, stuffed, stovod, steamed, stemmed, stilt, steeled, staled, stalled, stooled, styled, start, steered, stared, starred, stored, stirred, stained, stoned, stand, stunt, stunned, stitched, stayed, staked, stalked, stoked, stacked, stocked, stooked :—Starved, stormed, starched, stau stinked, stenchod :—Stilts, starts, stints, stands, stunts.

EXERCISE LXXXVIII.

Containing words which are written by the SPL and SPR-SEE consonant-signs made half-length for the addition of T those followed by another half-length consonant-sign, and with a final N-HOOK, also made half-length ; together with pluralized forms of these several classes of words.

Split, spread, sprit, spread, sprat, sprite, sprout, street, strait, strawed, strowed, strut, stride, Stroud :—Splits, sprits, spreads, sprites, sprouts, streets, straits, struts, strides, Stroud's :—Splashed, ed, sprigged, stripped, strapped, stropped, striped, strived, strolled, stretched, streaked, stroked, scraped, script, scrubbed, scruffed, screamed, scrawled, scrolled, screeched, scratched :—Scr Spleened, splint, sprained, strained, strand, screened :—Splints, str

CHAPTER VI.

NING ALL THOSE MONOSYLLABLES WHICH HAVE SOMETHING
LIAR OR EXCEPTIONAL IN THE METHOD OF WRITING THEM
HONOGRAPHY, AND WHICH PREVENTS THEM FROM COMING
OPRIATELY INTO ANY OF THE PRECEDING CHAPTERS.

E.—There are a few monosyllables which would be
written, according to the preceding rules, *by the use of half-
consonant-signs*, but which, for particular reasons, are
written. This happens either when the form which
be made by using the half-length principle would be
ely difficult to write, or would be illegible when writ-
These and other exceptional cases relating to the half-
signs, are collected and exhibited under appropriate
in the first three Exercises of this Chapter.

EXERCISE LXXXIX.

*ing words written, exceptionally, by full-length consonant-
signs, for the reason that the consonant-sign which would other-
be made half-length, runs in the same direction as that by
which it is preceded, in which situation it would be difficult to dis-
tinguish the half-length sign.*

ed, popped, pupped, piped, bobbed, fact, tiffed, tuffed, daft, doffed,
judged, keeked, caked, quaked, caulked, kicked, quicked, cocked,
quacked, gagged:—Facts, tufts:—Squeaked:—Blabbed, cliqued,
clicked, clacked, clocked, clucked, propped, draft, drift, bribed,
croaked, cricked, cracked, crocked, crooked:—Drafts, drifts:—
kegged, cagged, cogged, clogged, probed, cragged, scragged.

EXERCISE XC.

Containing five words written in full-length consonant-signs, but the half-length sign would not be easily distinguished, and which the SH and L-SIGNS are both struck up.

Lashed, lashed, slashed, sloshed, slushed.

EXERCISE XCI.

Containing seventeen words which are written by the use of full-length consonant-sign, followed by the half-length r-up-stroke, a vowel-sign after the first consonant-sign,—the last eight with the addition of a final s-circle.

Cart, court, curt, quart, girt, fort, skirt, squirt, flirt:—Carts, quarts, girts, forts, skirts, squirts, flirts.*

RULE-XLV.—The *l-hook*, attached to the beginning *r-up-stroke*, is (like the *s-circle* and *st-loop*) made on the *hand* or *upper* side; the *r-hook* attached to the beginning of the consonant-sign *l*, struck up, is, on the contrary, made on the *lower* side, or *within the curve* of the *l-sign*; and the *s-circle* attached to the end of either of these *up-stroke* signs, is likewise made upon the lower side. These positions result logically, from rules previously given, the *up-stroke* being regarded as a horizontal, with the left-hand end lifted and curved.

EXERCISE XCII.

Containing nine words, written by the use of a long consonant-sign followed by the RL-UP-STROKE, (the r-up-stroke preceded by the l-hook;) the same words pluralized, together with seven words with the rl-up-stroke made half-length, for the addition of an s-circle.

Purl, furl, marl, twirl, gnarl, carl, curl, girl, snarl:—Purled, marled, twirled, gnarled, carled, curled, snarled.

EXERCISE XCIII.

Containing four words which are written by the use of a long consonant-sign followed by the r-up-stroke with the n-hook, and a half-length s-circle. In the last two words the long consonant-sign is preceded by the s-circle.

Corned, kernal, spurned, scorned.

* The final *s-circle* attached to the *r-up-stroke* is, of course, made like the *l* on the left hand side of it.

EXERCISE XCIV.

Containing words in which the initial l-sign is struck down, contrary to the general rule, for greater convenience in making the following half-length consonant-sign.

leered, laird, lard, licked, lacked, locked, looked, liked, hulked, leed, leagued, legged, lagged, logged, lugged, bilked, milked, bulked, leed, slaked, slacked, slugged, skulked, sulked :—Lairds, lards.

EXERCISE XCV.

Containing all the monosyllables of the English language in which the n-hook (which is commonly used only at the end of such words) is followed by another full-length or half-length consonant-sign.

hunch, pinch, punch, bench, bunch :—Spunge :—Plinth, plunge, blench, huch :—Branch, fringe :—Plinths :—Paunched, pinched, punched, bench, bunched :—Spunged :—Plunged, blenched, blanched :—Branched. ged.

NOTE.—The following words which should be written with the alphabetic n-sign and not with the n-hook, have been omitted from various lists, viz. : From Exercise XXXV., Finch, month, munch, mange, th, tinge, twinge, dinge, launch, lynch, lurch, lunge, lounge, wrench, tige, change, quench :—From Exercise XLV., Months, tenths :—From Exercise LXV., Clinch, clench :—From Exercise LXVI., Trench, drench, hunch, cringe, grange :—From Exercise LXIX., Strange :—From Exercise LXXIII., Munched, tinged, twinged, dinged, launched, lynched, wched, lunged, lounded, wrenched, ranged, changed, quenched :—From Exercise LXXXIII., Clinched, clenched :—From Exercise LXXXIV., Enched, drenched, craunched, cringed.

NOTE.—It has been adopted as a principle in fixing the phonographic forms of words in this work, that the l and r-*hook*-signs should only be used when no vowel-sound intervenes between the two consonant-sounds which they represent ; and hence, so far as monosyllables are concerned, only the beginning of words ; or, at all events, when the vowel-sound comes after both of these consonant-sounds. In words more than one syllable, the vowel-sound may likewise precede two consonant-sounds which are of a kind to be represented by one of those signs, as in the word *eagle*, *idle*, etc., which case is illustrated in the proper place ; and in that event, the *hook*-sign is used even when the *natural* vowel comes be-

tween the two consonant-sounds which it represents, as words *eager*, *auger*, etc.

It is likewise found convenient in monosyllables to hook-sign when the *natural vowel* intervenes between the two consonant-sounds which it represents, in certain cases in which no ambiguity can result from doing so, which may be distinguished as follows:

It happens that some of the consonant combinations of which the *l* or the *r* is the last element, are capable of beginning words, or of being followed by a vowel-sound in the syllable, in English, while others are not so, or, at all, do not occur in that position in our language, though they may or may not occur in other languages; thus, for example, the French word *vrai* (true) begins with the combination *vr* with no vowel-sound intervening, while *we* begins with that combination of sounds.

The combinations of this sort which do begin words in English, have been enumerated in the *Notes* pages 30 and 31, Chapter IV.

Those which do not are *vl*, *ml*, *tl*, *dl*, *thl*, *thrl*, *ll*, *rl*, *jl*, *shl*, *zhl*, *ml*; *vr*, *mr*, *thr*, *sr*, *zr*, *lr*, *rr*, *nr*, *chr*, *jr*, *zr*. In none of these cases, therefore, does it produce any confusion of different classes of monosyllabic outlines. We employ the hook-signs for such of these combinations as apply to, even when a vowel-sound intervenes. This is especially convenient when the vowel-sound is the *natural vowel*, though the same license is used in a few instances in which the vowel is of a more definite or perfect character. Words written in this manner can only be vocalized according to the Special Scheme of Vowel Signs. (See Complete Phonographic Class-book, Chap. XIX.)

RULE XLVI.—The *vr-hook-sign* is contracted, when it is convenient to do so, by leaving off the hook. It is to be written in that manner in those words in the following Examples in which the combination *vr* occurs.

EXERCISE XCVI.

writing all the monosyllables of the English language which are ten in Phonography by the use of an initial hook-sign, and which the natural vowel is heard between the two consonants represented by it.

t, verse, verb, verge, myrrh, merge, learn, lurch, lurk, nerve, chirp, churl, churn, church, germ, mulcts, verbs, learns, lurks, chirps, churls, churns, germs, mulcted, versed, versts, verged, l, learned, lurches, lurked,* nerved, nursed, chirped, churned, ed, germed.

EXERCISE XCVII.

writing all the monosyllables of the English language, which written in Phonography by the use of an initial hook-sign, an intervening vowel-sound which is not the natural vowel.

t, there, their, large, lord, lords, nor, north, north's, charm, charms, d, Charles.

EXERCISE XLVII.—When the consonant combination *mp* occurs in a monosyllable with no vowel-sound intervening, it is written with the *mp-sign*, which is the same as the *m-sign* thickened and made heavy.

—In the past-tense forms of the verbs in the following Exercise, *ped*, *romped*, etc., in which the *t-sound* is added, the *p-sound* is added. Hence the *m-sign* is in such cases made half-length, and these have been already given in their proper places, in the preceding exercises.

EXERCISE XCVIII.

*writing all the monosyllables of the English language in which the consonant combination *mp* occurs, with no vowel-sound intervening, to be written by the use of the *MP-SIGN*.*

hemp, hump, pimp, pomp, pump, bump, vamp, mump, tump, lump, thump, limp, lamp, lump, ramp, romp, rump, champ, chump, amp, Gamp, samp, swamp, slump, scamp, stamp, stump, clamp, primp, tramp, trimp, shrimp, crimp, cramp, crump, scrimp:—
pumps, humps, pimps, pamps, pumps, bumps, vamps, mumps, damps, dumps, thumps, limps, lamps, lumps, ramps, romps, rumps, chumps, jumps, camps, Gamp's, swamps, slumps, scamps, stamps, plumps, clamps, clumps, glimpses, primps, tramps, trumps, shrimps, tramps, crumps, scrimps:—Glimpsed.

* In this word the *k* and *t* must be made full-length.

EXERCISE XCIX.

Containing all the monosyllables of the English language, in which the sound of u in sue, fruit, etc., occurs, both preceded and not preceded by the Y-SOUND, but in all cases represented, (by license,) by the third improper diphthong-sign of the second group of the Y-SERIES. (See observations on this vowel in the Introduction.)

Few, few, view, mew, dew, due, thaw, sue, lieu, rue, new, know, clow, Jew, cue, queue:—Pule, pure, puke, mule, mure, tube, daps, dure, duke, lure, Luke, chewed, Jewed, Jude, sure, rheum, Ruth, rule, cube, cure:—Puce, pews, fuse, views, mews, muse, duce, dues, dews, thews, lieus, Ruse, ruse, rues, news, chews, juice, Jews, cues, queues:—Pules, pures, pukes, mules, mures, tubes, dupes, dures, dukes, lures, Luke's, Jude's, rheums, Ruth's, rules, cubes:—Fused, mused:—Tune, dune, lune, June:—Tunes, dunes, lunes, June's:—Spew, skew, stew, slaw, slue:—Spume:—Spews, skews, sluice, slues:—Spumes:—Sluiced:—Suet, sued, sues, Suke:—Suite, Suke's:—Stews:—Feud, viewed, mule, mewed, dewed, lute, lewd, rude, rued, newt, nude, cute:—Feuds, mules, lutes, newts:—Puled, pured, puked, muled, mured, tubed, duped, dured, lured, ruled, cubed, cured:—Spewed, stewed, slewed, skewed:—Spumed:—Tuned:—Blue, blew, flue, flew, clue, clew, glue:—Plume, fluke:—Blues, flues, clues, clews, glues:—Plumes, flukes:—Blued, fluted, fised, clewed, clued, glued:—Flutes:—Plumed, fluked:—Brew, true, drew, threw, shrew, crew, grew:—Truth, dreul:—Pruce, Bruce, brews, bruise, trace, True's, Drew's, shrews, crews, cruise:—True's, truths, dreuls:—Brusque:—Bruised, truced, cruised:—Prune:—Prunes:—Prude, brute, bruit, brewed, fruit, crude:—Prudes, brutes, bruits, fruits:—Dreuled:—Pruned:—Strew, screw:—Spruce, strews, screws:—Spruced:—Strewed, screwed:—Yew, ewe, hew, hue, Hugh, whew:—Hume, ewed, hewed, hued, use, yews, use, ewes, hews, hues, Hugh's, Hughes, yule, hewn:—Hume's.

NOTE.—There is a large class of words in the English language, consisting of the second persons singular of the monosyllabic verbs, which are, when fully pronounced, dissyllables, or trissyllables, but which are contracted into monosyllables, by dropping one or two vowel-sounds; as *lovest*, *eatest*, *talkest*, etc., contracted into *lov'st*, *eat'st*, *talk'st*, etc.; or in the past tense of the regular verbs, *lovedest*, *talkedest*, etc., originally three syllables, but now always contracted as far as into two—thus, *loved'st*, *talked'st*—and frequently into one—thus, *lov'd'st*, *talk'd'st*, etc. There seems to be no limit upon the authorized extent of this species of contraction, except the impossibility of uttering, by one effort of the voice, the

ish combination of numerous consonant-sounds which are ble thus to be brought together.

The second person singular is little used in the English language, except in solemn Scripture-readings and addresses to the Deity, where the contracted forms are not favored, and in the higher styles of poetry—the poets sometimes delighting in these harsh consonant combinations, as giving greater dignity energy to the expression. These forms are badly adapted, however, to the flowing and easy style of conversation, and it is perhaps for this reason that the second person singular has not been preserved in use, in our language, in speaking to children and inferiors, as it has in French, Spanish, and other languages, which, like the English, have resorted to the second person plural, in addressing equals. For the same reason, among the sect of Quakers, or Friends, who make a principle of adhering to the singular number when they address one individual, most persons, even those of thorough education, have slid, despite of grammar rules to the contrary, into the easier and more euphonious expressions, *thee loves, thee eats, thee talks*, etc.

For these reasons the words in question are of rare occurrence, and may perhaps be regarded as obsolescent. We have not therefore thought it best to encumber the pages of this work with the whole list of *possible* forms of this sort, but have collected a few, as examples, in the following lesson. They will serve as a valuable phonetic exercise, subjecting the organs to the most trying test of their capacity for a distinct utterance of the consonant-elements, unaided by intervening vowel-sounds. In some instances, the combination which results from the contraction may be regarded as amounting to an *impossibility* in pronunciation. What, for example, can be made of the words *coax's't, coax'd'st*, etc.? It is quite like some of the sublime Chinese poetry, which is intelligible to the eye, but is utterly incapable of being read aloud.

EXERCISE C.

Containing a collection of the Third Persons Singular of Monosyllabic Verbs. The final *st* or *zd* must be represented by the loop.

Ap'st, op'st, ebb'st, aim'st, eat'st, add'st, ice'st, oust'st, ail'st, oil'st, air'st, wash'st, itch'st, etch'st, edg'st, ach'st, arm'st, arch'st, ink'st, awe'st, owe'st,

eye'st:—Ap'd'st, op'd'st, ebb'd'st, aim'd'st, aw'd'st, ow'd'st, ey'd'st, ic'd'st, ooz'd'st, ail'd'st, oil'd'st, air'd'st, own'd'st, itch'd'st, etch'd'st, edg'd'st, ach'd'st, arm'd'st, arch'd'st, ink'd'st:—Peep'st, pop'st, bob'st, kick'st, gag'st, blab'st, clog'st, prop'st, prob'st, brib'st:—Peep'd'st, pop'd'st, bob'd'st, kick'd'st, gag'd'st, blab'd'st, clog'd'st, prop'd'st, prob'd'st, brib'd'st

NOTE.—The following words have been accidentally omitted: *asp*, *ask*, *hasp*, *asked*, (written with the alphabetic sign for s,) *coaxed*, (a double-length consonant-sign with the final st-loop,) *stamped*, *stumped*, (an initial st-loop upon a half-length m-sign,) *flounced*, (the fl-hook, n-sign, and st-loop,) *scrimped*, (the skr-sign and a half-length m-sign,) and *scragged*, (the skr-sign, a g-sign, and a d-sign.)

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